

Course Outline

COURSE: LAWS 3310A - Race and Law

TERM: Fall 2026 (2026-2027 academic year)

PREREQUISITES: 1.0 credit in LAWS at the 2000 level

CLASS: **Day & Time:** Wednesdays, 8:35 a.m.-11:25 a.m. No tutorials.
 Room: Please check Carleton Central for the current class schedule.
 Delivery: Weekly, in person. Brightspace is used for readings, announcements, assignment instructions, and submissions.

INSTRUCTOR: Janakan Muthukumar, Instructor

CONTACT: **Office Hrs /** By appointment via Zoom. Please email to arrange a meeting.
 Location: TA: No TA has been assigned at the time of publication.
 Telephone: Not provided; email is the preferred contact method.
 Email: JanakanMuthukumar@cunet.carleton.ca
 Please use your Carleton email, include 'LAWS 3310' in the subject line, and allow up to two business days for a response during the working week.

BRIGHTSPACE: LAWS 3310 course site: <https://brightspace.carleton.ca>

CALENDAR COURSE DESCRIPTION

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

Calendar source: 2026-2027 Undergraduate Calendar, LAWS 3310 [0.5 credit], Race and Law, <https://calendar.carleton.ca/undergrad/courses/LAWS/>.

COURSE DESCRIPTION

This course examines the relationship between race and law across domestic and international contexts. It explores how law responds to racial inequality and also helps construct, sustain, and contest racial hierarchy through questions of sovereignty, territory, citizenship, security, punishment, war, and repair. Moving across Canadian and international legal settings, the course invites students to see race not only as a matter of discrimination within legal systems, but also as part of the historical structure of legal and political order. Through discussion-based learning, students will compare domestic and international forms of law and governance and assess both the possibilities and limits of law as a site of anti-racist struggle.

LEARNING OUTCOMES

By the end of the course, students should be able to:

- LO1: Explain major concepts, debates, and approaches in the study of race and law.
- LO2: Analyze how legal and political institutions produce, sustain, and contest racial hierarchy across domestic and international contexts.
- LO3: Evaluate legal, political, and historical materials to assess how racial ordering is justified, challenged, or obscured in different contexts.
- LO4: Develop and defend clear, well-reasoned arguments in discussion and writing while engaging alternative perspectives with care and precision.

ESTIMATED DIVISION OF LEARNING HOURS

The following estimates are intended to help students plan their workload. Individual preparation and research time will vary.

Learning activity	Estimated hours	Basis
Scheduled classes	36	12 weekly meetings at approximately 3 hours
Weekly reading and preparation	48	Approximately 4 hours per teaching week
Group presentation and Q&A preparation	10	Collaborative preparation outside class
Annotated bibliography	15	Topic development, research, writing, and revision
Final research paper	25	Research, analysis, drafting, citation, and revision
Estimated total	134	Approximate total for the course

REQUIRED TEXTS

There is no required textbook. Required readings are listed in the weekly schedule and will be available through Ares, Brightspace, or stable links supplied through the course site. Students are not required to purchase textbooks or other learning materials for this course. The estimated cost of required learning materials is \$0. Restrictions on second-hand materials do not apply.

TECHNOLOGY AND REQUIRED TOOLS

Students require access to Brightspace, Carleton email, and software capable of opening PDF and DOCX files. No specialized software or equipment is required. Personal devices may be used in class for course readings, notes, and activities, subject to the classroom technology policy below.

SUPPLEMENTARY TEXTS

No supplementary text is required. The instructor may post optional materials on Brightspace. Any such material will be clearly identified as recommended rather than required and will be available at no cost to students.

EVALUATION

Graded element	Weight	Due date	Early feedback
Group presentation and Q&A	30%	Assigned class in Weeks 3-10 (September 23-November 18)	Feedback follows each presentation

Graded element	Weight	Due date	Early feedback
Annotated bibliography	30%	October 23, 2026, 11:59 p.m.	Yes; feedback precedes the final paper
Final research paper	40%	December 4, 2026, 11:59 p.m.	Final assessment
Total	100%		

The annotated bibliography is the course's common early-feedback component. Its research statement, source selection, and emerging argument are designed to support the final paper. Detailed assignment instructions and rubrics will be posted on Brightspace.

1. Group Presentation and Q&A (30%)

Beginning in Week 3 and continuing through Week 10, students will present in assigned groups on the weekly readings. The presentation should be approximately 10 minutes and will be followed by a 20-minute question-and-answer period. Groups may divide speaking roles among members, but all members are responsible for preparation and meaningful participation. The presentation should identify the central themes and debates, connect the readings to course concepts, clarify difficult ideas, and pose questions that support critical discussion. The presentation and Q&A receive one group grade.

Assessment criteria: accuracy and understanding of the readings (25%); quality of analysis and connection to course themes (25%); organization and communication (20%); use of examples and discussion questions (15%); and thoughtful responses during the Q&A (15%).

2. Annotated Bibliography (30%)

Students will identify a topic for the final paper and prepare an annotated bibliography that helps define the scope and direction of their research. The assignment must include a 250-300 word research statement, five to seven annotated sources, and a brief concluding note on the emerging argument or research question. Each annotation should explain the source's main contribution, relevance, and usefulness or limits. The total length is approximately 1,200-1,500 words, including footnotes.

Assessment criteria: clarity and viability of the research statement (25%); relevance and range of sources (20%); critical quality of the annotations (35%); development of an emerging argument or research question (10%); and organization, writing, and citation (10%).

3. Final Research Paper (40%)

Students will write a research paper on a topic related to the course. The paper may focus on a domestic, international, or comparative issue, but it must engage one or more central course themes and develop a clear, well-supported argument grounded in relevant legal, political, historical, or theoretical materials. The paper should be approximately 3,000 words, including footnotes, and must include a clear research question, sustained analysis, engagement with relevant sources, and a conclusion explaining the significance of the argument for the study of race and law.

Assessment criteria: research question and thesis (25%); quality and depth of analysis (30%); use and evaluation of sources (20%); organization and coherence (15%); and writing, editing, and citation (10%).

ASSESSMENT AND COURSE EXPECTATIONS

Attendance, preparation, and punctuality: Regular attendance and timely arrival are expected because the course depends on discussion and collaborative learning. Students should complete assigned readings before class and participate respectfully in discussion and small-group activities. Attendance is not a separate graded component and is not an additional condition for passing the course.

Submission: Written assignments must be submitted through Brightspace as a DOCX or PDF file by 11:59

p.m. Eastern Time on the stated due date. Emailed assignments are not accepted unless the instructor has expressly authorized email submission. Group presentations are delivered in person during the assigned class.

Return of graded work: The instructor will normally return graded term work with feedback within two weeks, where practicable. The final paper will be graded within the University's final-grade submission period.

General grading expectations: All written work will be assessed for clarity of argument, engagement with relevant materials, organization, accuracy, writing quality, and consistent citation. The McGill Guide is recommended for legal citation, although another recognized citation style may be used consistently unless an assignment specifies otherwise.

Grade review and appeals: Students who have questions about a grade should first review the feedback and contact the instructor with a specific explanation of the concern. Any further appeal must follow the University's grade-appeal process: <https://carleton.ca/registrar/appeal-of-grade/>.

Additional requirements: There are no requirements for passing the course beyond the cumulative weighted grade earned from the three assessment components listed above.

Examinations and e-proctoring: This course has no test or examination and does not use e-proctoring.

UNIVERSITY GRADING SCALE

Grade	Grade point	Percentage
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	Less than 50

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.

POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Written assignments have a 48-hour grace period beginning at the stated submission deadline. Work

submitted within that period will not receive a late penalty. Work submitted after the grace period will not be accepted without an extension approved by the instructor or academic consideration granted under the applicable University process. If a student anticipates needing more than 48 hours, the student should contact the instructor as soon as possible and normally no later than 24 hours after the original submission deadline. The granting of an extension is at the instructor's discretion, and the instructor will confirm whether an extension is approved and its duration. Students must not submit medical notes. Where supporting information is permitted, only the Academic Consideration for Coursework form may be requested. Information is available at <https://carleton.ca/registrar/academic-consideration-policy/>.

A student who misses an assigned group presentation for circumstances covered by academic consideration should contact the instructor promptly. Where appropriate, the instructor may arrange a later presentation date or an equivalent individual assessment. Requests concerning deferred term work are governed by the Undergraduate Academic Regulations and the University's academic consideration procedures.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Generative AI may be used only in limited ways that support, but do not replace, a student's own intellectual work. Permitted uses include brainstorming possible topics, asking for clarification of a concept, and improving the clarity or grammar of writing the student has already produced. Generative AI must not be used to generate, summarize, analyze, or substantially draft assignment content, conduct source analysis in place of the student, fabricate citations, or produce responses for a presentation or Q&A.

Any meaningful permitted use must be disclosed in a brief note at the end of the assignment identifying the tool, the date of use, the purpose for which it was used, and the part of the work it affected. The rationale for this policy is to ensure that assessment demonstrates each student's own reading, analysis, research, and argument while allowing limited assistive uses that support learning. Unauthorized or undisclosed use may be addressed under the Academic Integrity Policy. Guidance on citing generative AI is available at <https://library.carleton.ca/guides/help/generative-ai-chatgpt-and-citations>.

As our understanding of the uses of AI and its relationship to student work and academic integrity continues to evolve, students must discuss any use not described here with the instructor before using it to ensure that it supports the learning goals for the course.

POLICY ON CLASSROOM RECORDING AND DEVICES

Students may not record, photograph, or distribute classroom activities, slides, or discussion without the prior permission of the instructor and, where relevant, the consent of other participants. This restriction does not limit recording authorized through an approved academic accommodation. Phones should be silenced. Laptops and other devices may be used for readings, notes, and course activities, but students may be asked to adjust their use if it distracts from learning or discussion.

SCHEDULE

The schedule may shift modestly as the term progresses. Any changes will be announced in class and posted on Brightspace. Unless otherwise indicated, students should complete all listed readings before the relevant class and arrive prepared to discuss the guiding issues. Group presentations occur in the assigned classes during Weeks 3-10.

Week 1 - September 9, 2026: What Is Race and Law?

Race and law cannot be understood as separate domains. We begin by examining the course's central claim that race is not only a social fact to which law responds, but also a legal and political construction shaped by institutions, categories, and practices. The opening week situates these questions across domestic and international settings.

Required readings:

- Matthew Desmond and Mustafa Emirbayer, 'What Is Racial Domination?' (2009) 6(2) Du Bois Review 335-355.
- Makau Mutua, 'What Is TWAIL?' (2000) 94 Proceedings of the ASIL Annual Meeting 31-40.

Preparation / assessed activity: Complete the readings and prepare one question about how law participates in constructing race.

Week 2 - September 16, 2026: Colonialism and the Legal Ordering of Peoples

This week asks how law organized conquest and settlement. The class explores colonial legality as a project of land, jurisdiction, and dispossession, placing settler colonialism in Canada alongside imperial doctrines of discovery, conquest, and terra nullius.

Required readings:

- James Thuo Gathii, 'Imperialism, Colonialism, and International Law' (2007) 54(4) Buffalo Law Review 1013-1066.
- Shiri Pasternak, 'Jurisdiction and Settler Colonialism: Where Do Laws Meet?' (2014) 29(2) Canadian Journal of Law and Society 145-161.

Preparation / assessed activity: Complete the readings and identify one connection between jurisdiction and dispossession.

Week 3 - September 23, 2026: Sovereignty, Hierarchy, and Unequal Power

Building on earlier discussions of empire and political recognition, this week examines how sovereignty is distributed unevenly through recognition, exceptionalism, and differentiated political capacity.

Required readings:

- Antony Anghie, 'Colonialism and the Birth of International Institutions: The Mandate System of the League of Nations,' in *Imperialism, Sovereignty and the Making of International Law* (Cambridge University Press, 2005) 115-195.
- Adom Getachew, 'From Principle to Right: The Anticolonial Reinvention of Self-Determination,' in *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton University Press, 2019) 71-106.
- Radhika V. Mongia, 'Historicizing State Sovereignty: Inequality and the Form of Equivalence' (2007) 49(2) *Comparative Studies in Society and History* 384-411.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 4 - September 30, 2026: Territory, Borders, and Occupation: The Racial Organization of Space

This week examines how territory, borders, and occupation shape movement, belonging, and control across domestic and international contexts, with particular attention to the legal ordering of land and mobility.

Required readings:

- International Court of Justice, *Legal Consequences of the Construction of a Wall in the Occupied Palestinian*

Territory, Advisory Opinion, [2004] ICJ Reports 136, Summary 2004/2 (9 July 2004) (entire summary).

- Noura Erakat, *Justice for Some: Law and the Question of Palestine* (Stanford University Press, 2019), Introduction, 1-22.
- E. Tendayi Achiume, 'Racial Borders' (2022) 110(3) *Georgetown Law Journal* 445-508.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 5 - October 7, 2026: Elimination, Group Destruction, and the Politics of Naming

This week examines genocide alongside broader forms of elimination, including child removal, cultural destruction, and colonial violence, while considering the politics and limits of legal naming.

Required readings:

- Emmanuel Guematcha, 'Genocide Against Indigenous Peoples: The Experiences of the Truth Commissions of Canada and Guatemala' (2019) 10(2) *International Indigenous Policy Journal* 1-23.
- Alonso Gurmendi Dunkelberg, 'How to Hide a Genocide: Modern/Colonial International Law and the Construction of Impunity' (2026) 28(2) *Journal of Genocide Research* 224-247.
- Carola Lingaas, 'Imagined Identities: Defining the Racial Group in the Crime of Genocide' (2016) 10(1) *Genocide Studies and Prevention* 79-106.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 6 - October 14, 2026: Policing, Security, and Threat Construction

This week analyzes how law transforms racialized populations into security problems by connecting domestic policing and surveillance to border security, counterterrorism, and transnational threat governance.

Required readings:

- Reem Bahdi, 'No Exit: Racial Profiling and Canada's War against Terrorism' (2003) 41(2/3) *Osgoode Hall Law Journal* 293-317.
- J. Craig Barker, 'The Politics of International Law-Making: Constructing Security in Response to Global Terrorism' (2007) 3(1) *Journal of International Law and International Relations* 5-30.
- Open Society Justice Initiative, *Case Digests: International Standards on Ethnic Profiling: Decisions and Comments from the UN System* (November 2016) (entire report).

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 7 - October 21, 2026: Detention, Camps, and the Management of Dangerous Populations

The class turns to detention and camps as recurring legal responses to racialized difference, examining imprisonment, immigration detention, refugee camps, and exceptional detention regimes across domestic and international settings.

Required readings:

- UN High Commissioner for Refugees, *Guidelines on the Applicable Criteria and Standards relating to the Detention of Asylum-Seekers and Alternatives to Detention* (2012) (entire document).
- Maja Korac, 'Gendered and Racialised Border Security: Displaced People and the Politics of Fear' (2020) 9(3) *International Journal for Crime, Justice and Social Democracy* 75-86.
- Efrat Arbel, Prasanna Balasundaram, Hanna Gros, and Nana Yanful, *Race and Racism in Canada's Immigration Detention System* (January 2026) (entire report).

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A. Annotated bibliography due October 23 at 11:59 p.m.

October 26-30, 2026: Fall Break - No Classes

No class meeting and no assessment deadline.

Preparation / assessed activity: Use the break to review feedback and plan the final-paper research process.

Week 8 - November 4, 2026: War, Civilian Protection, and Racialized Violence

This week considers how law regulates violence and whose suffering becomes visible within that framework, with attention to colonial warfare, occupation, emergency powers, and civilian protection.

Required readings:

- Chris af Jochnick and Roger Normand, 'The Legitimation of Violence: A Critical History of the Laws of War' (1994) 35(1) Harvard International Law Journal 49-95.
- Robert Knox, 'Civilizing Interventions? Race, War and International Law' (2013) 26(1) Cambridge Review of International Affairs 111-132.
- Denise Ferreira da Silva, 'No-Bodies: Law, Raciality and Violence' (2009) 18(2) Griffith Law Review 212-236.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 9 - November 11, 2026: Race, Accountability, and Selective Justice

This week explores selective prosecution, impunity, international criminal law, and the racial politics of accountability, asking whether law challenges hierarchy or sometimes reproduces it.

Required readings:

- Kamari Maxine Clarke, 'Negotiating Racial Injustice: How International Criminal Law Helps Entrench Structural Inequality,' Just Security (24 July 2020) (entire online article).
- Martti Koskeniemi, 'Between Impunity and Show Trials' (2002) 6 Max Planck Yearbook of United Nations Law 1-35.
- Carmela Murdocca, 'Ethics of Accountability: Gladue, Race, and the Limits of Reparative Justice' (2018) 30(3) Canadian Journal of Women and the Law 522-542.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 10 - November 18, 2026: Decolonization, Self-Determination, and Legal Struggle

The course turns to law as a terrain of struggle. This week focuses on anti-colonial and anti-racist legal projects, including Indigenous resurgence, self-determination, and Third World critique.

Required readings:

- Bharat Malkani, 'Legal Pluralism, Decolonisation and Socio-Legal Studies' (2025) 52(S1) Journal of Law and Society S182-S192.
- Amy Maguire, 'Contemporary Anti-Colonial Self-Determination Claims and the Decolonisation of International Law' (2013) 22(1) Griffith Law Review 238-268.
- Soma Chatterjee, 'Immigration, Anti-Racism, and Indigenous Self-Determination: Towards a Comprehensive Analysis of the Contemporary Settler Colonial' (2019) 25(5) Social Identities 644-661.

Preparation / assessed activity: Complete the readings. Assigned group presentation and Q&A.

Week 11 - November 25, 2026: Repair, Responsibility, and the Limits of Legal Imagination

Bringing together repair, redistribution, reparative justice, and institutional responsibility, this week asks what law can contribute to anti-racist transformation and where it falls short.

Required readings:

- Naomi Zack, 'Reparations and the Rectification of Race' (2003) 7(1) Journal of Ethics 139-151.
- Coralie Pison Hindawi, 'Decolonizing the Responsibility to Protect: On Pervasive Eurocentrism, Southern Agency and Struggles over Universals' (2022) 53(1) Security Dialogue 38-56.
- Matt James, 'Scaling Memory: Reparation Displacement and the Case of BC' (2009) 42(2) Canadian Journal of Political Science 363-386.

Preparation / assessed activity: Complete the readings and identify one institutional obstacle to meaningful repair.

Week 12 - December 2, 2026: Conclusion and Course Review

The final class brings the course together by revisiting the major themes, tensions, and connections across the term. Students will reflect on what they have learned, how their views have changed or remained the same, and what questions they will continue to carry forward.

Preparation / assessed activity: Review the course learning outcomes and key concepts. Final research paper due December 4 at 11:59 p.m.

Fall 2026 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) for Fall courses.
September 30, 2026	Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.
October 12, 2026	Statutory holiday. University closed.
October 26-30, 2026	Fall break. No classes.
November 15, 2026	Last day for academic withdrawal from full and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm 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.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.
December 11, 2026	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 9-10, 2026	No classes or examinations take place.
December 12-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 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.

STATEMENTS ON ACADEMIC INTEGRITY

Submitting Substantially the Same Piece of Work

Students may not submit work, or a substantial portion of work, that has previously been submitted for academic credit in this or another course without first obtaining the instructor's written permission. 'Substantially the same' means that the central argument, organization, analysis, evidence, or wording materially reproduces earlier submitted work. If permission is granted, the earlier work must be appropriately acknowledged and cited.

Group or Collaborative Work

Collaboration is required for the group presentation and Q&A. Group members may jointly select themes, divide tasks, prepare presentation materials, rehearse, and develop responses to likely questions. The annotated bibliography and final research paper are individual assignments. Students may discuss ideas and exchange general feedback, but they may not co-write, share completed answers, or permit another person to draft or substantially revise their individual work.

STATEMENT ON STUDENT CONDUCT

The course addresses contested histories, institutions, and forms of racialized harm. Students are expected to engage with one another carefully, respectfully, and in good faith. Disagreement is welcome when directed to ideas and supported by reasons and evidence. Discriminatory, harassing, threatening, or persistently disruptive conduct is not acceptable and may be addressed under the University's regulations on unacceptable conduct:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/#unacceptable-conduct>.

STATEMENT ON 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

- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a 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](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

REQUESTS FOR 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 [academic consideration for coursework guidance](#).