

LAWS 4102 The Rights of the “We”: *Collective Rights in Legal and Political Theory*

COURSE:	LAWS 4102A – Controversies in Rights Theory		
TERM:	Fall 2026		
PREREQUISITES:	LAWS 2908 or PAPM 3000 and fourth-year Honours standing		
CLASS:	Day &	Friday	
	Time:	8:35am to 11:25am	
	Link:	https://carleton-ca.zoom.us/j/92793492900	
INSTRUCTOR:	Prof. Zoran Oklopčic		
CONTACT:	Office Hrs /	After class on zoom, or upon appointment on campus	
	Location:	D587 Loeb	
	Email:	ZoranOklopčic@cunet.carleton.ca	
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450780		

CALENDAR DESCRIPTION

This course examines selected controversies in rights theories, practices, and/or historiography. Illustrative questions may include: Are rights universal or culturally relative? Can rights be justified after the demise of natural rights philosophy? Do rights undermine difference? Do communities benefit from a rights-based culture?.

COURSE DESCRIPTION

This course examines collective rights not as a settled department of legal doctrine but as a site of enduring theoretical and political contestation. Beginning with the nature of rights themselves – their moral and legal faces, and the historical circumstances of their emergence – the course asks what would have to be true of a group for it to be the kind of entity that can hold rights, and what follows once we grant that it is. Across the term we follow that question to its limit: the point at which a “we” claims the right to a place and a state of its own. Selected topics vary by term and may be drawn from: the relationship between individual and collective rights; self-determination and the right to secession; territorial rights over natural resources; borders and the right to exclude; the rights of minorities – and of majorities; territory in an age of climate change; the global organization of the world into states; historical injustice and collective remedies; representation and collective agency; and the recognition of peoples in international law. The emphasis throughout is on theoretically informed, contextual analysis rather than exhaustive doctrinal coverage. Particular topics, cases, and readings are selected at the instructor’s discretion and may change.

COURSE SUMMARY

LAWS 4102A		
DATE	TOPICS AND READINGS	EXAMS*
1 September 11	Rights: Moral, Legal, Historical. Feinberg; Hunt, introduction and ch. 1.	
2 September 18	Can a “We” Hold Rights? Individuals and Collectives. Taylor [excerpt]; Hartney.	
3 September 25	Self-Determination: The Master Collective Right. Margalit and Raz; Young.	
4 October 2	Breaking Away: Self-Determination and Secession. Buchanan; Miller, ‘Secession and the Principle of Nationality’.	
5 October 9	Whose Oil, Whose Forest? Territory and Natural Resources. Wenar, chs. 1-2; Armstrong.	In-Class Exam 1 (25%): covering material from classes 1-4
6 October 16	Border Control: Territory and the Right to Exclude. Carens; Miller, ‘Immigration: The Case for Limits’.	
7 October 23	Nested Peoples: Minorities, Majorities, and Contested Ground. Kymlicka, ch. 2; Okin, with one reply [al-Hibri or Honig]; Orgad, introduction and ch. 6 [excerpt].	
Fall break – no classes		
8 November 6	Sinking Ground: Territorial Rights in a Warming World. Risse; Nine.	
9 November 13	A World of States: Territory and Global Order. Tilly; Pogge.	
10 November 20	Righting the Past: Historical Injustice and Collective Remedies. Waldron; Coates.	In-Class Exam 2 (30%): covering material from classes 5-9
11 November 27	Who Speaks for the People? Representation, Voice, and Agency. Saward; Táíró.	
12 December 4	Peoples Before the Law: Collective Rights in International Practice. ICCPR/ICESCR, Common Article 1; UNDRIP [selected articles]; ICJ, Chagos Advisory Opinion [excerpt]; Getachew, introduction; Lightfoot [excerpt].	
December 11	* total grade = exams (85%) + class participation (15%)	Final take-home exam < announced on Brightspace
December 23		< Due date submission on Brightspace 30%

LEARNING OBJECTIVES

By the end of the course, students will be able to distinguish the moral, legal, and historical dimensions of rights and evaluate whether – and on what conditions – a group can be a genuine rights-holder rather than shorthand for bundled individual claims. They will be able to apply competing theories of self-determination, secession, territory, resources, and border control to contested cases, and to show how the principles grounding a "we's" claim can be turned against it by the minorities within it, the migrants it excludes, the injustices it inherits, and a warming planet. Finally, they will be able to interrogate who speaks for a people and how its "will" is constituted, and to assess critically the gap between philosophical accounts of collective rights and their recognition in international legal practice.

COURSE SCHEDULE

1. Rights: Moral, Legal, Historical

What is a right, and where do rights come from? This session distinguishes moral rights from their legal codifications and asks how the two interact: do legal rights merely recognize pre-existing moral claims, or do they create something new? We then historicize the question, tracing how rights discourse emerged from particular political struggles rather than timeless reason – and ask what this historicity means for rights' authority today. The session establishes the conceptual vocabulary (claim-rights, liberties, powers, immunities) for the weeks to follow.

- Joel Feinberg, 'The Nature and Value of Rights' (1970) 4 *Journal of Value Inquiry* 243.
- Lynn Hunt, *Inventing Human Rights: A History* (WW Norton, 2007), introduction and ch 1.

2. Can a "We" Hold Rights? Individuals and Collectives

Liberal theory treats the individual as the natural unit of rights. This session confronts the challenge posed by groups: are collective rights genuine rights held by collectives, or shorthand for bundled individual rights? We examine what a group would need – agency, interests, identity over time – to qualify as a rights-holder, and why the answer matters practically: some goods (language, culture, self-government) may be impossible to secure individually.

- Charles Taylor, 'The Politics of Recognition' in Amy Gutmann (ed), *Multiculturalism: Examining the Politics of Recognition* (Princeton University Press, 1994) [core excerpt].
- Michael Hartney, 'Some Confusions Concerning Collective Rights' (1991) 4 *Canadian Journal of Law and Jurisprudence* 293.

3. Self-Determination: The Master Collective Right

If any collective right deserves the title of master right, it is self-determination: the claim of a people to determine its own political fate. But who counts as "a people"? What does "determining" require – statehood, autonomy, mere consultation? This session dissects self-

determination as a species of collective right, examining its internal structure and its uneasy double life as both a moral principle and a norm of international law.

- Avishai Margalit & Joseph Raz, 'National Self-Determination' (1990) 87 *Journal of Philosophy* 439.
- Iris Marion Young, 'Two Concepts of Self-Determination' in *Global Challenges: War, Self-Determination and Responsibility for Justice* (Polity, 2007).

4. Breaking Away: Self-Determination and Secession

Secession is self-determination at its most dramatic – and most destabilizing. This session surveys the main theories of a right to secede: remedial accounts (secession as a response to grave injustice), nationalist accounts (nations as bearers of a primary right to statehood), and plebiscitary accounts (any territorially concentrated majority may leave). Cases from Kosovo to Catalonia test whether any theory can be both principled and livable.

- Allen Buchanan, 'Theories of Secession' (1997) 26 *Philosophy & Public Affairs* 31.
- David Miller, 'Secession and the Principle of Nationality' in *Citizenship and National Identity* (Polity, 2000).

5. Whose Oil, Whose Forest? Territory and Natural Resources

Territorial rights are usually assumed to include rights over the resources beneath and upon the land. But why should the accident of geography entitle a people to petroleum wealth or fertile soil? This session examines the justification of resource rights, the "resource curse," and cosmopolitan proposals to treat natural resources as, in some sense, the common inheritance of humankind.

- Leif Wenar, *Blood Oil: Tyrants, Violence, and the Rules that Run the World* (Oxford University Press, 2016), chs 1-2.
- Chris Armstrong, 'Against "Permanent Sovereignty" over Natural Resources' (2015) 14 *Politics, Philosophy & Economics* 129.

6. Border Control: Territory and the Right to Exclude

Perhaps the most consequential territorial right is the right to say no – to exclude would-be migrants from entry and membership. This session asks whether collective self-determination genuinely grounds a right to close borders, examining arguments from freedom of association, cultural continuity, and jurisdiction, alongside the countervailing claims of migrants and the challenge of open-borders cosmopolitanism.

- Joseph H Carens, 'Aliens and Citizens: The Case for Open Borders' (1987) 49 *Review of Politics* 251.
- David Miller, 'Immigration: The Case for Limits' in Andrew I Cohen & Christopher H Wellman (eds), *Contemporary Debates in Applied Ethics* (Blackwell, 2005).

7. Nested Peoples: Minorities, Majorities, and Contested Ground

Territories are rarely homogeneous: nearly every “self” that determines itself contains other selves within it. This session examines the recursive problem of minorities within self-determining units—and the mirror problem that theory has long neglected: can majorities hold cultural rights too, especially majorities who fear becoming minorities in their own state? Kymlicka’s framework of internal restrictions and external protections, Okin’s feminist challenge, and Orgad’s defense of majority rights show how the same principles that justify a group’s claim can be turned against it—from within and from above.

- **Will Kymlicka, *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford University Press, 1995), ch 2.**
- **Susan Moller Okin, ‘Is Multiculturalism Bad for Women?’ in Joshua Cohen, Matthew Howard & Martha Nussbaum (eds), *Is Multiculturalism Bad for Women?* (Princeton University Press, 1999), with one short reply from the same volume.**
- **Liav Orgad, *The Cultural Defense of Nations: A Liberal Theory of Majority Rights* (Oxford University Press, 2015), introduction and ch 6 [excerpt].**

8. Sinking Ground: Territorial Rights in a Warming World

Climate change unsettles the very foundation of territorial rights: the assumption that territory endures. What happens to a people’s rights when their land becomes uninhabitable or disappears beneath the sea? This session examines the claims of climate-displaced peoples, the possibility of statehood without territory, and whether historical emitters owe territorial remedies—asking whether the theory of territorial rights can survive a destabilized planet.

- **Mathias Risse, ‘The Right to Relocation: Disappearing Island Nations and Common Ownership of the Earth’ (2009) 23 *Ethics & International Affairs* 281.**
- **Cara Nine, ‘Ecological Refugees, States Borders, and the Lockean Proviso’ (2010) 27 *Journal of Applied Philosophy* 359.**

Reading provocation: If Kiribati disappears beneath the sea, its people will still exist. Do they still have territorial rights—and if so, to what territory? Answer using either Risse’s common-ownership argument or Nine’s Lockean proviso, and say which mechanism you find more convincing.

9. A World of States: Territory and Global Order

This session steps back to view the whole: the division of the earth’s surface into mutually exclusive sovereign territories. Is this global partition justifiable, or merely the frozen residue of conquest and colonialism? We examine the state system’s historical origins, its alternatives (empires, overlapping jurisdictions, cosmopolitan governance), and whether a just world could still be a world of bordered states.

- **Charles Tilly, ‘War Making and State Making as Organized Crime’ in Peter Evans, Dietrich Rueschemeyer & Theda Skocpol (eds), *Bringing the State Back In* (Cambridge University Press, 1985).**
- **Thomas Pogge, ‘Cosmopolitanism and Sovereignty’ (1992) 103 *Ethics* 48.**

10. Righting the Past: Historical Injustice and Collective Remedies

Most existing territorial holdings originate in conquest, colonization, or dispossession. Can present-day collectives inherit claims—and liabilities—from the past? This session examines

reparations, land restitution, and the “supersession thesis” (the idea that historical injustices can fade with changed circumstances), using Indigenous claims and the American reparations debate to ask whether rights have expiry dates.

- Jeremy Waldron, ‘Superseding Historic Injustice’ (1992) 103 *Ethics* 4.
- Ta-Nehisi Coates, ‘The Case for Reparations’, *The Atlantic* (June 2014).

11. Who Speaks for the People? Representation, Voice, and Collective Agency

Every collective right presupposes a collective agent—but groups do not speak; individuals speak in their name. This session examines how a people’s “will” is constituted and authenticated: referenda, elected elites, traditional authorities, mass mobilization. We confront the dangers of essentialism and elite capture, and ask whether the “self” in self-determination is found or manufactured.

- Michael Saward, ‘The Representative Claim’ (2006) 5 *Contemporary Political Theory* 297.
- Olúfẹ́mi O Táíwò, ‘Being-in-the-Room Privilege: Elite Capture and Epistemic Deference’ (2020) 108(4) *The Philosopher*.

12. Peoples Before the Law: Collective Rights in International Practice

The course closes by returning from moral theory to legal reality. How does international law actually recognize collective rights—in the human rights covenants, UNDRIP, and the jurisprudence of decolonization? We measure the gap between philosophical accounts and legal doctrine, ask whom the existing regime serves, and end where we began: with the relationship between moral and legal rights, now viewed at the scale of the world.

- Primary-source packet: Common Article 1 of the ICCPR and ICESCR; UN Declaration on the Rights of Indigenous Peoples (2007) [selected articles]; ICJ, Chagos Advisory Opinion (2019) [excerpt].
- Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton University Press, 2019), introduction.
- Sheryl Lightfoot, *Global Indigenous Politics: A Subtle Revolution* (Routledge, 2016) [excerpt on the UNDRIP implementation gap].

GRADING SCHEME

Component	Weight
Participation	15%
In-Class Exam 1	25%
In-Class Exam 2	30%
Take-Home Exam	30%
Total	100%

Participation (15%): Assessed based on attendance, engagement in class discussions, and contributions to in-class activities. **PLEASE NOTE: Eligibility for the participation mark**

requires both attendance and keeping cameras on with faces visible during Zoom classes. The sole exception applies to students with documented accommodations; such students are encouraged to contact the instructor directly.

In-Class Exam 1 (25%): A timed exam administered during a regular class session, covering material from the first portion of the course.

In-Class Exam 2 (30%): A timed exam administered during a regular class session, covering material from the second portion of the course.

Take-Home Exam (30%): Distributed at the end of the term and completed independently outside of class, due by the announced deadline.

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. Standing in courses will be shown by alphabetical grades following the University grading scale. NOTE: All components must be successfully completed in order to get a passing grade – this includes the attendance and participation components.

STATEMENT ON AI USE

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

READINGS (ALPHABETICAL)

1. al-Hibri, Azizah (or Honig, Bonnie), reply to Okin, in Joshua Cohen, Matthew Howard & Martha Nussbaum (eds), *Is Multiculturalism Bad for Women?* (Princeton University Press, 1999). [Class 7]
2. Armstrong, Chris, 'Against "Permanent Sovereignty" over Natural Resources' (2015) 14 *Politics, Philosophy & Economics* 129. [Class 5]
3. Buchanan, Allen, 'Theories of Secession' (1997) 26 *Philosophy & Public Affairs* 31. [Class 4]
4. Carens, Joseph H, 'Aliens and Citizens: The Case for Open Borders' (1987) 49 *Review of Politics* 251. [Class 6]
5. Coates, Ta-Nehisi, 'The Case for Reparations', *The Atlantic* (June 2014). [Class 10]
6. Feinberg, Joel, 'The Nature and Value of Rights' (1970) 4 *Journal of Value Inquiry* 243. [Class 1]
7. Getachew, Adom, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton University Press, 2019), introduction. [Class 12]

8. Hartney, Michael, 'Some Confusions Concerning Collective Rights' (1991) 4 Canadian Journal of Law and Jurisprudence 293. [Class 2]
9. Hunt, Lynn, *Inventing Human Rights: A History* (WW Norton, 2007), introduction and ch 1. [Class 1]
10. International Court of Justice, *Legal Consequences of the Separation of the Chagos Archipelago from Mauritius in 1965*, Advisory Opinion (2019) [excerpt]. [Class 12]
11. International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights (1966), Common Article 1. [Class 12]
12. Kymlicka, Will, *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford University Press, 1995), ch 2. [Class 7]
13. Lightfoot, Sheryl, *Global Indigenous Politics: A Subtle Revolution* (Routledge, 2016) [excerpt]. [Class 12]
14. Margalit, Avishai & Raz, Joseph, 'National Self-Determination' (1990) 87 Journal of Philosophy 439. [Class 3]
15. Miller, David, 'Immigration: The Case for Limits' in Andrew I Cohen & Christopher H Wellman (eds), *Contemporary Debates in Applied Ethics* (Blackwell, 2005). [Class 6]
16. Miller, David, 'Secession and the Principle of Nationality' in *Citizenship and National Identity* (Polity, 2000). [Class 4]
17. Nine, Cara, 'Ecological Refugees, States Borders, and the Lockean Proviso' (2010) 27 Journal of Applied Philosophy 359. [Class 8]
18. Okin, Susan Moller, 'Is Multiculturalism Bad for Women?' in Joshua Cohen, Matthew Howard & Martha Nussbaum (eds), *Is Multiculturalism Bad for Women?* (Princeton University Press, 1999). [Class 7]
19. Orgad, Liav, *The Cultural Defense of Nations: A Liberal Theory of Majority Rights* (Oxford University Press, 2015), introduction and ch 6. [Class 7]
20. Pogge, Thomas, 'Cosmopolitanism and Sovereignty' (1992) 103 Ethics 48. [Class 9]
21. Risse, Mathias, 'The Right to Relocation: Disappearing Island Nations and Common Ownership of the Earth' (2009) 23 Ethics & International Affairs 281. [Class 8]
22. Saward, Michael, 'The Representative Claim' (2006) 5 Contemporary Political Theory 297. [Class 11]
23. Táíwò, Olúfẹ́mí O, 'Being-in-the-Room Privilege: Elite Capture and Epistemic Deference' (2020) 108(4) The Philosopher. [Class 11]
24. Taylor, Charles, 'The Politics of Recognition' in Amy Gutmann (ed), *Multiculturalism: Examining the Politics of Recognition* (Princeton University Press, 1994) [excerpt]. [Class 2]
25. Tilly, Charles, 'War Making and State Making as Organized Crime' in Peter Evans, Dietrich Rueschemeyer & Theda Skocpol (eds), *Bringing the State Back In* (Cambridge University Press, 1985). [Class 9]
26. UN Declaration on the Rights of Indigenous Peoples (2007), selected articles. [Class 12]
27. Waldron, Jeremy, 'Superseding Historic Injustice' (1992) 103 Ethics 4. [Class 10]
28. Wenar, Leif, *Blood Oil: Tyrants, Violence, and the Rules that Run the World* (Oxford University Press, 2016), chs 1-2. [Class 5]
29. Young, Iris Marion, 'Two Concepts of Self-Determination' in *Global Challenges: War, Self-Determination and Responsibility for Justice* (Polity, 2007). [Class 3]

UNIVERSITY AND DEPARTMENTAL POLICIES

Statement on academic integrity

Carleton University's Academic Integrity Policy (available at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>) governs student academic integrity. The integrity of a student's academic work is critical to enabling student success and ensuring fairness and reliability in the awarding of grades and degrees. Students who violate the principles of academic integrity undermine the quality of their education and the value of a Carleton University degree. The policy includes such areas as plagiarism, misrepresentation, and improper access to information. Please consider the following as additional considerations for this course.

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 [at the Registrar's Office website](#)