

INTERNATIONAL SANCTIONS IN TRANSATLANTIC CONTEXT

EURR 4201/5201 Special topics

Course Outline

Carleton University
Term 1 AY 2022/23

Instructor: Dr Clara PORTELA, University of Valencia (Spain)

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Tming: Wednesdays 8:35am – 11:25am

Venue: Canal Building 2202

Office hours: Wednesdays 11:30am to 12:30, or by appointment

I. COURSE DESCRIPTION

Sanctions are one of the key tools the European Union (EU) employs to respond to security challenges. It constitutes the main component of its policy response to the crises in Ukraine, Syria, Belarus, Myanmar and human rights violations worldwide. Most acts adopted under its Common Foreign and Security Policy (CFSP) concern the imposition of sanctions. In addition, its sanctions practice is closely coordinated with Canada, the US and other international partners. And yet, little is known about how the EU designs and manages this foreign policy tool, how the EU approach differs from that of other actors, and how does sanctions coordination with other actors unfold. This course provides an introduction to key debates and practices of international sanctions policies and discusses the concept and evolution of international sanctions, their role in international politics, as well as to scholarly approaches to the evaluation of their impact and effectiveness. Its empirical focus is on EU sanctions and their relationship to UN, US and Canadian sanctions, contrasting them and outlining alignment practices. It delves into key controversies in sanctions scholarship, such as the debate between collective and unilateral sanctions, the notion of targeted sanctions, and biases in target selection. The course is of interest to students of European integration and of International Relations.

II. COURSE GOALS

By the end of the course, participants will:

- be familiar with the formulation of sanctions policies of the EU, its decision-making methods and specificities;
- have acquired an in-depth understanding of the measurement of sanctions effectiveness and the methodological difficulties associated with it;
- have developed the ability to situate the sanctions policies of actors like the EU, UN and Canada in the broader international sanctions landscape;
- be methodologically equipped to conduct research on sanctions policies, to analyse and assess current challenges.

By means of thorough discussion of the readings and participation in class exercises, students will further develop their analytical, critical, synthesis and research skills.

III. INSTRUCTIONAL METHODS AND EXPECTATIONS

Sessions alternate lectures, case-driven discussions of readings and group exercises. Course participants are expected to do the required readings prior to the class sessions and to contribute actively to class discussions and exercises. Compulsory readings include the items under the 'main reading' heading and those connected to the class exercises. In addition, every participant will present a brief oral summary of one of the recommended readings (10%). Participants will also contribute to a collective project consisting in the preparation of an original database of Canadian sanctions (10%), whose final result will be made available to the class for optional use in the research essay. The language of instruction is English.

The deadline for submission of the final research essay is 12 December 2022, midnight.

IV. ASSESSMENT METHODS

Graduate Students

Class presentation	10%
Class participation	20%
Course project	10%
Final Test (in-class; 1 hour)	10%
Research Essay	50%

Undergraduate Students

Class presentation	10%
Class participation	20%
Course project	10%
Final Test (in-class; 1 hour)	30%
Research Essay	30%

LESSONS PLAN

Session 1 - 7 September

- *Presentation of the course, organization and expectations*

➤ **What are sanctions and what are they for?**

Main reading

- Galtung, J. (1967) 'On the effects of international economic sanctions, with examples from the case of Rhodesia', *World Politics* 19(3): 378–416.

Recommended readings

- Hovi, J., Huseby, R. and Sprinz, D. (2005) 'When do (imposed) economic sanctions work?', *World Politics* 57(4): 479–99.

- Barber, J. (1979) 'Economic sanctions as a policy instrument', *International Affairs* 55: 367–84.

- Brzoska, M. (2003) 'From dumb to smart? Recent reforms of UN sanctions', *Global Governance* 9(4): 519-535.

- Doxey, M. (1996) *International Sanctions in Contemporary Perspective*, 2nd ed. New York: St Martin's

- Wilson, P. and Yao, J. (2018) 'International sanctions as a primary institution of international society', in: T. Brems Knudsen and C. Navari (eds) *International Organization in the Anarchical Society*. Houndmills: Palgrave Macmillan.

➤ **Class exercise: Anatomy of a sanctions regime**

- Group project 'Creating a sanctions dataset'; instructions and planning
- Guidelines for essay preparation

Session 2 - 14 September

➤ **How can the impact of sanctions be evaluated?**

Main reading

- Hufbauer, G.C., Schott J.J., Elliott, K.A. and Oegg, B. (2007) *Economic Sanctions Reconsidered. History and Current Policy*, 3rd edition, Washington, DC: Institute for International Economics, chapter 2.

Recommended readings

- Baldwin, D.A. (1999) 'The sanctions debate and the logic of choice', *International Security* 24(4): 80–107.
- Pape, R. (1997) 'Why sanctions do not work', *International Security* 22(2).
- Elliott, K.A. (1998) 'The sanctions glass: Half full or completely empty?' *International Security* 23 (1), 50-65.
- Peksen, D. (2019) 'When do imposed economic sanctions work? A critical review of the sanctions effectiveness literature', *Defence and Peace Economics* 30(6): 634-647.
- Jones, L. and Portela, C. (2020) 'Evaluating the success of international sanctions: A new research agenda', *Afers Internacionals* 125: 39-60.

➤ **Class exercise: Evaluating the impact of sanctions on Russia**

Read the following articles in preparation for the class exercise:

- Connolly, R. (2016) 'The Empire strikes back. Economic Statecraft and the Securitisation of Political Economy in Russia', *Europe-Asia Studies* 68(4).
- Christie, E. (2016) 'The design and impact of Western economic sanctions against Russia', *RUSI Journal* 161(3).

Session 3 - 21 September

➤ **The UN approach to sanctions**

Main reading

- Weschler, J. (2010) 'The evolution of security council innovations in sanctions', *International Journal* 65(1)

Recommended readings

- Eckert, S. (2016) 'The role of sanctions', in S. v. Einsiedel, D. Malone, B. Stagno Ugarte (eds) *The UN Security Council in the 21st Century*, Boulder, Co.: Lynne Rienner.
- Biersteker, T, Eckert, S. and Tourinho, M. (2016) 'The effectiveness of UN targeted sanctions', in T. Biersteker, S. Eckert, and M. Tourinho (eds) *Targeted Sanctions. The effectiveness of UN Action*, Cambridge: Cambridge University Press.
- Doxey, M. (2009) 'Reflections on the sanctions decade and beyond', *International Journal* 64(2).

- Giumelli, F. (2015) 'Understanding UN targeted sanctions', *International Affairs* 91(6) 2015.

➤ **Class exercise: Anatomy of a sanctions episode**

Reading:

Meister, S. (2013) 'Sierra Leone', in J. Boulden (ed.) *Responding to conflict in Africa*, Palgrave.

➤ **Screening: Sanctions on South Africa**

Reading:

- Jones, L. (2015) *Societies under Siege*, OUP, chapter 4 (Iraq)

Session 4 - 28 September

➤ **The EU approach to sanctions**

Main reading

- Portela, C. (2010) *European Union Sanctions and Foreign Policy*, Abingdon: Routledge, chapter 6 (CFSP Sanctions).

- Portela, C. and Meissner, K. (2022) 'The EU approach to multilateral sanctions', in A. Charron and C. Portela (eds) *Multilateral Sanctions Revisited*, McGill-Queen's University Press

Recommended readings

- Biondo, K. del (2015) 'Donor Interests or Developmental Performance? Explaining Sanctions in EU Democracy Promotion in sub-Saharan Africa', *World Development* 75: 74-84

- Portela, C. and Orbie, J. (2014) 'Sanctions under the EU's Generalised System of Preferences (GSP): Coherence by accident?', *Contemporary Politics* 20(1): 63-76.

- Szép, V. (2019) 'New Intergovernmentalism meets EU Sanctions Policy: The European Council orchestrates the Restrictive Measures imposed against Russia', *Journal of European Integration*, 42(6), 855-871.

- Vries, A. de and Hazelzet, H. (2005) 'The EU as a new actor on the sanctions scene' in P. Wallensteen and C. Staibano (eds) *International Sanctions: Between words and wars in the global system*, London: Frank Cass.

- Cardwell, P. (2015) 'The legalisation of EU foreign policy and the use of sanctions', *Cambridge Yearbook of European Legal Studies* 17(1): 287-310.

- Nivet, B. (2015) 'Les sanctions internationales de l'Union européenne : soft power, hard power ou puissance symbolique ?', *Revue internationale et stratégique* 97.

- Portela, C. (2016) 'How the EU learned to love sanctions' in M. Leonard (ed) *Connectivity Wars*, London: European Council on Foreign Relations.

➤ **Guest Lecture:** Austrian MP Mr. Martin Engelberg (10:30 - 11:30)

Session 5 - 5 October

➤ **The US approach to sanctions**

Main reading:

Whang, T. (2011) 'Playing to the Home Crowd? Symbolic Use of Economic Sanctions in the United States', *International Studies Quarterly* 55(3), pp. 787-801.

Elliott, K.A. (2022) 'US Approaches to Multilateral Sanctions: Cooperation and Coercion Intertwined', in A. Charron and C. Portela (eds) *Multilateral Sanctions Revisited*, McGill-Queen's University Press.

Recommended readings:

- United States Government Accountability Office (2019) *Economic Sanctions*, GAO: Washington, D.C.
- Goldman, Z. and Lindblom, A. (2021) 'The US position and practice with regards to unilateral and extraterritorial sanctions: reimagining the US sanctions regime in a world of advanced technology', 129
- Drury, C. (2001) 'Sanctions as Coercive Diplomacy: The U.S. President's Decision to Initiate Economic Sanctions', *Political Research Quarterly* 54, 485-508.
- Morgan, C. and Schwebach, V. (1995) 'Economic sanctions as an instrument of foreign policy: The role of domestic politics', *International Interactions*, 21(3), 247-263.
- Early, B. and Preble, K. (2020) 'Going Fishing versus Hunting Whales: Explaining changes in how the US enforces economic sanctions', *Security Studies* 29(2), 231-267.
- Kohl, T. (2021) 'In and out of the penalty box: U.S. sanctions and their effects on international trade', in P. Bergeijk (ed) *Research Handbook on Economic Sanctions*, Edward Elgar, Cheltenham, 388-410.

Session 6 - 12 October

➤ **Canadian Sanctions**

➤ **Guest lecture "Canadian sanctions policy and Canada-EU collaboration"**

Guest speaker from Global Affairs Canada:

Mr. Mitchell Robitaille

Acting Deputy Director, Sanctions Policy and Operations Coordination Division (tbc)

Main readings:

- Charron, A. et al. (2019) 'Expert Roundtable on Canadian Economic Sanctions: Summary of Findings and Recommendations', University of Manitoba: Winnipeg.

Recommended readings:

- Charron, A. (2008) 'Canada's domestic implementation of UN sanctions: Keeping pace?', *Canadian Foreign Policy* 14(2), 1-18.
- Lilly, M. and Arabi, D. (2020) "Symbolic act, real consequences: Passing Canada's Magnitsky Law to combat human rights violations and corruption", *International Journal*, 75(2), 163-178.
- Martin, C. (2021) 'Economic Sanctions under International Law: A guide for Canadian policy', Rideau Institute: Ottawa.
- Nesbitt, M. (2017) 'Canada's "Unilateral" Sanctions Regime under Review: Extraterritoriality, Human Rights, Due Process, and Enforcement in Canada's Special Economic Measures Act', *Ottawa Law Review* 48(513).

Session 7 - 19 October

➤ **The impacts of sanctions**

Main reading

- Moret, E. (2022) 'More civilian pain than political gain (again?): The demise of targeted sanctions and associated humanitarian impacts', in A. Charron and C. Portela (eds) *Multilateral Sanctions Revisited*, McGill-Queen's University Press
- Gordon, J. (2019) 'The hidden power of the new economic coercion', *Current History* 118 (804): 3-10.

Recommended reading

- Smith, H. (2020) The ethics of United Nations sanctions on North Korea: effectiveness, necessity and proportionality, *Critical Asian Studies* 52(2)

- Mallard, G., Sabet, F. and Sun, J. (2020) 'The Humanitarian Gap in the Global Sanctions Regime', *Global Governance* 26(1), 121–153.
- Craven, M. (2002) 'Humanitarianism and the Quest for Smarter Sanctions', *European Journal of International Law* 13(1), 43-61.
- Cortright, D., Lopez, G., Minear, L. and Weiss, T. (1997) *Political Gain or Civilian Pain?*, Chapter 1
- Peksen, D. (2009) 'Better or Worse? The Effect of Economic Sanctions on Human Rights'. *Journal of Peace Research* 46(1), 59-77.
- Portela, C. and Van Laer, T. (2022) 'The design and impact of individual sanctions: Evidence from elites in Côte d'Ivoire and Zimbabwe', *Politics and Governance* 10(1), 26–35.
- Zahirinejad, M. (2020) 'The economic effect of sanctions and the Iranian middle class', in Gärtner, H. and Shahmoradi, M. (eds) *Iran in the International System*, 108-129.
- Servettaz, E. (2014) 'What happens to the targeted?', *World Affairs* 177(2), 82-89.

➤ **Class exercise:** Negotiating a sanctions regime (simulation)

Session 8 - 2 November

➤ Sanctions by regional organisations

Main readings:

- Palestini, S. (2021) 'Regional organizations and the politics of sanctions against undemocratic behaviour in the Americas', *International Political Science Review* 42(2): 469-83.
- Hellquist, E. (2022) 'The African Union in a world of sanctions', in A. Charron and C. Portela (eds) *Multilateral Sanctions Revisited*, McGill-Queen's University Press
- Hellquist, E. (2019) 'Ostracism and the EU's contradictory approach to sanctions at home and abroad', *Contemporary Politics*, 25:4, 393-418.

Recommended readings:

- Borzyskowski, I. van, & Portela, C. (2018) 'Sanctions cooperation and regional organisations', in S. Aris, A. Snetkov, & A. Wenger (eds.), *Inter-organisational relations in international security: Cooperation and competition* (pp. 240-61). Routledge.
- Striebinger, K. (2013) 'When pigs fly: ECOWAS and the protection of constitutional order in the event of coup d'état', in T. Börzel et al. (eds) *Roads to Regionalism*, Farnham: Ashgate.
- Closa, C. (2021) 'Institutional logics and the EU's limited sanctioning capacity under Article 7 TEU', *International Political Science Review* 42(2): 501-15.
- Hellquist, E. (2015) 'Interpreting sanctions in Africa and Southeast Asia', *International Relations* 29(3): 319-333
- Debre, M. (2021) 'Legitimation, regime survival, and shifting alliances in the Arab League: Explaining sanction politics during the Arab Spring', *International Political Science Review*, 42(2): 516-30.
- Cardwell, J. and Moret, E. (2022) 'The EU, sanctions and regional leadership', *European Security*, online first.

Session 9 - 9 November

➤ The geography of EU sanctions

➤ **Class exercise:** Mapping EU sanctions

Main reading

- Portela, C. (2005) 'Where and why does the EU impose sanctions?', *Politique Européenne* no.17, automne 2005/06.

Recommended readings

- Lehmkuhl, D. and Shagina, M. (2015) 'EU sanctions in the post-soviet space' in I. Tache (ed) *The European Union and the challenges of the new global context*, Newcastle upon Tyne: Cambridge Scholars Publishing.
- Seeberg, P. (2014) 'The EU and the Syrian crisis: The use of sanctions and the regime's strategies for survival', *Mediterranean Politics* 20(1).
- Boogaerts, A., Portela, C. and Drieskens, E. (2016) 'One swallow does not make spring: A critical juncture perspective on the EU sanctions in response to the Arab Spring', *Mediterranean Politics* 20(2).

Session 10 - 16 November

➤ **The Politics of Sanctions Databases**

Recommended readings:

- Morgan, C., Bapat, N., and Kobayashi, Y. (2014) "Threat and imposition of economic sanctions 1945–2005: Updating the TIES dataset." *Conflict Management and Peace Science* 31 (5): 541-558.
- Morgan, C., Bapat, N., and Kobayashi, Y. (2021) 'The Threat and Imposition of Economic Sanctions project: A retrospective'. In Van Bergeijk, P. (ed) *Research Handbook on Economic Sanctions*, 44-61. Cheltenham: Edward Elgar.
- Felbermayr, G., Kirilakha, A., Syropoulos, C., Yalcin, E., & Yotov, Y. (2020) 'The Global Sanctions Data Base. *European Economic Review*, 129, 1-23.
- Weber, P. and Schneider, G. (2022) 'Post-Cold War sanctioning by the EU, the UN, and the US: Introducing the EUSANCT Dataset', *Conflict Management and Peace Science* 39 (1): 97-114.
- Baldwin, D. and Pape, R. (1998) 'Evaluating Economic Sanctions', *International Security* 23(2).

➤ **Project discussion: Creating a Canadian Sanctions Database**

Session 11 – 23 November

➤ **Multilateral Sanctions, Humanitarian Aid and Corruption**

➤ **Class exercise:** Film screening cum discussion

Recommended readings

- Cortright, D. and Lopez, G. (2000) *The Sanctions Decade*. Boulder, Co.: Lynne Rienner, chapter 3 (Sanctions against Iraq)
- Gordon, J. (2006) 'The accusations against the Oil-for-Food Program: The Volcker Reports', *Arab Studies Quarterly*, 28(3): 19-26.
- Portela, C. and Nair, D. (2021) The UN 'Oil-for-Food' programme: Good intentions that went awry?, SMU Case Studies Centre SMU-21-0044
- Jones, L. (2015) *Societies under Siege*, OUP, chapter 4 (Iraq)

Session 12 – 30 November

➤ **Sanctions and Autocracies**

Main reading:

Escribà-Folch, A., & Wright, J. (2010). Dealing with tyranny. International sanctions and the survival of authoritarian rulers. *International Studies Quarterly*, 54(2), 335-59.

Brooks, R. (2002). Sanctions and regime type: What works, and when. *Security Studies*, 11(4), 1-50.

Recommended readings:

Drury, A.C., & Peksen, D. (2010). Coercive or corrosive: The negative impact of economic sanctions on democracy. *International Interactions*, 36(3), 240–64.

Peksen, D. (2017). Autocracies and economic sanctions: The divergent impact of authoritarian regime type on sanctions success. *Defence and Peace Economics*, 30(3), 253-68.

Bader, J., & Faust, J. (2014). Foreign aid, democratization and autocratic survival. *International Studies Review*, 16(4), 575–95.

Kaempfer, W., Lowenberg, A., & Mertens, W. (2004). International economic sanctions against a dictator. *Economics and Politics*, 16(1), 29-51.

Sejersen, M. (2018). Democratic sanctions meet black knight support: revisiting the Belarusian case. *Democratization*, 26(2), 1-19.

Marinov, N. (2005). Do economic sanctions destabilise country leaders? *American Journal of Political Science*, 49(3), 564-75.

➤ **Presentation of project results: Creating a Canadian Sanctions Database**

Session 13 – 7 December

➤ **Concluding Discussion: Targeted sanctions in transatlantic comparison**

- Concluding class discussion

Recommended readings

- Portela, C. (2016) 'Are EU sanctions 'targeted'?', *Cambridge Review of International Affairs* 29(3): 912-29.

- Meissner, K. (2022) 'How to sanction international wrongdoing? The design of EU restrictive measures', *Review of International Organizations*, online first.

- Miadzvetskaya, Y. and Challet, C. (2022) 'Are EU restrictive measures really targeted, temporary and preventive? The case of Belarus', *Europe and the World: A law review*, 6(1).

- Nephew, R. (2019) *The Art of Sanctions*, Columbia University Press.

- Charron, A., Eckert, S. and Portela, C. (2022) 'Multilateral Sanctions – Growing Complexity in a Contested World',

- Ventura, D. (2021) 'Contemporary blocking statutes and regulations in the face of unilateral and extraterritorial sanctions', in C. Beaucillon (ed), *Research Handbook on Unilateral and Extraterritorial Sanctions*, Edgar Elwar, Cheltenham, pp. 220-237.

- Portela, C. (2021) 'Countering the extraterritorial effects of US sanctions', Brief 22, EUISS: Paris.

- Final test (in-class; 1 hour).

Additional bibliography tba

Statement on Plagiarism

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university's Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found here.

Note that submitting without permission substantially the same piece of work more than once for academic credit is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be "substantially the same."

If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

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;
using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
using another's data or research findings without appropriate acknowledgement;
submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the Instructors' Guide to Academic Accommodation.

ACADEMIC ACCOMMODATION

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 ([click here](#)).

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 will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>