

Course Outline

COURSE: LAWS 3502 A – Regulating Freedom of Expression in Canada

TERM: Winter 2026

PREREQUISITES: 1.0 Credit in LAWS at the 2000 Level

CLASS:

Day & Time: Fridays 11:35 am – 2:25 pm

Room: Please check Carleton Central for current Class Schedule
In-person lecture course

INSTRUCTOR: Professor Sheryl Hamilton

CONTACT:

Office Hrs: Office hours are Wednesday afternoons from 1:30 – 3:30 in my Richcraft Building office or by appointment at a mutually convenient time

Course TA: Jeremi Berg

Email: Sheryl.hamilton@carleton.ca
E-mails will generally be answered during business hours only (9-5 weekdays) within 24-48 hours of the student message.

Please address all emails to Professor Hamilton. Do not use Miss, Mrs. or Hey Professor.

BRIGHTSPACE: <https://brightspace.carleton.ca/d2l/home/366351>

Please visit the Brightspace page each week in order to view your work for the week, reminders about assignments, supplementary material, and other helpful information.

CALENDAR COURSE DESCRIPTION

The claimed relationship between freedom of expression and Canadian democracy, including the historical development of the right and various limits on it, and the regulatory structures governing contemporary media, criminalized and commercial expression, and use of media in the courtroom.

COURSE DESCRIPTION

Issues of freedom of expression turn up in our newsfeeds virtually every day and animate some of our most divisive discussions. For example,

- in December 2025, the Canadian federal government proposed legislation to protect victims of crimes and children from ‘predators’ – these laws address online content targeting children, deep-fake pornography, and the non-consensual disclosure of intimate images, among other concerns;
- also in December 2025, the U.S. announced it will be implementing social media profile/presence reviews for applicants seeking certain types of visa;
- in September 2025 in response to significant push-back, the Alberta government put a pause on its controversial book ban policy which targeted books with explicit sexual content in elementary and secondary schools;
- in fall, 2025, late night comedian Jimmy Kimmel’s show was cancelled apparently in relation to comments he made about the Charlie Kirk shooting, and shortly thereafter reinstated, in a situation that many commentators framed as about “free speech;”
- Carleton University recently passed a policy limiting what academic departments are permitted to communicate in public;
- government websites in the United States are not permitted to use words such as diversity, gender identity, climate change, minority, solar power, critical race theory, minority, transgender, equality, and dozens more;
- in spring 2025, Meta significantly changed its content moderation practices, impacting millions of users worldwide;
- in summer 2025, American Christian singer and MAGA supporter, Sean Feucht had concerts cancelled in public venues in a variety of Canadian cities, when they could not obtain required licenses due to what authorities claimed were “safety and security concerns.”

What is even more notable than any particular instance of a contest over expression is the ways in which freedom of expression in Canada, or free speech in the United States, has become a site of political contestation. We see this in many of the above examples. Denoting something as “about free speech,” in particular, has become a resource in current political debates and culture wars. In this course, we will dig into, and think critically about, that phenomenon.

As individuals and as communities, we have an historically unprecedented capacity to access information, communicate across time and space, and to do so with a wide diversity of media. None of this is benign. Expression is political, anchored in the assumption that freedom of thought, expression, and the press are essential to a robust and healthy democracy. Indeed, many nations – including Canada – enshrine the right to freedom of expression in their constitutions.

Yet, it is important that we don’t equate freedom of expression with completely unfettered speech. The manner, mode, and content of our expression are all governed by the *Charter of*

Rights and Freedoms, legislation at all levels of the state; institutional regulations, community practices, social and cultural norms, international accords, and individual and group values. How we can and do communicate with each other is produced in uneven distributions of resources and power.

This course starts from the assumption that how we express ourselves matters. A lot. It assumes that how we enable and limit our public expressions is constitutive of the type of society we wish collectively to have. Over the course of the term we will study some of the most fraught issues of our times – issues in which the right to freedom of expression and its regulation are central.

LEARNING OUTCOMES

Through the analysis and discussion of historical and contemporary enactments of the productive and troubled relationship among states, citizens, and expression, this course will:

- introduce students to the philosophical underpinnings and historical emergence of free speech within a liberal rights framework;
- enable them to critically examine the limits of liberalism and the ways issues of freedom of expression interact with broader formations of power organized around class, race, Indigeneity, gender and gender identification, sexuality, ability, and their intersections;
- expose students to a range of the most relevant areas of law in relation to expression in Canada;
- encourage students to reflect on the ways in which their own expressive practices are constrained and enabled through the idea and practice of freedom of expression;
- train students to think critically about the ways in which digital, mobile and social media are impacting the current experience of expression;
- teach students an advanced analytic vocabulary through which to make better sense of their experiences and world events; and
- facilitate the development of sound critical thinking and reading skills, analytic writing skills, and practices of workload and time management.

Instructor and Student Expectations and Responsibilities to Achieve Learning Outcomes

Both you, as a student, and I, as the professor of this course, have an important role to play in helping you achieve the learning objectives and outcomes detailed above. On the Brightspace page for this class, I have prepared a list of expectations and responsibilities for each of us (in the Course Tools module). I am committing to those expectations and responsibilities to the best of my ability, and ask you to make a similar commitment.

REQUIRED TEXTS

Weekly readings, videos, and other course content are available on the course Brightspace page through the links in each module. You should complete the assigned course material prior to

attending the lecture. There is not a lot of reading for this level of course, and all of it is relevant to all modes of evaluation.

Students are not required to purchase textbooks or other learning materials for this course.

EVALUATION

We will discuss evaluation thoroughly during our first week of class (Introduction). You will have ample opportunity to ask any questions. I will post a video reviewing in detail all elements of evaluation to the course Brightspace page in the Course Tools module to which you can refer on an ongoing basis. If you have any questions pertaining to evaluation, please contact me as soon as possible for clarification.

There are five (5) modes of evaluation in this course, weighted as below:

Recorded introduction	Bonus 3 points
Readings Annotations (3 X 10 pts)	30 %
Foundations Exam	25 %
In-Class Essay	20 %
Final Exam	25 %

The Foundations and Final Exams, In-Class Essay and a minimum of one (1) Reading Annotation must be completed in order to get a passing grade in the course.

Introduction Recording

It is always nice to get to know you a bit more as a person and a learner than is typically possible in a 65-person class. I invite you to make a brief, casual video recording introducing yourself to me and upload it to the Brightspace portal by **January 16th**. Recordings should be approximately three minutes and should tell me a little bit about who you are, how you're doing, why you're taking this class, and what you would like to get out of it. I would prefer a video recording, but if you are not comfortable with that, a sound-only recording is fine and will not impact your grade.

I have posted an introduction video of my own to the Brightspace page, Introduction module, so that you can see just how low the production values can be! Recordings will not be evaluated for quality, lighting, camera work, special effects, etc. No need to add a soundtrack. If you complete and submit a recording that meets the requirements, you will receive full bonus points. If you submit after the deadline, you will have one further week to submit for 1 bonus point. If you do not submit by **January 23rd**, you will not receive the bonus points. As this is a bonus element intended to help me get to know you a bit better at the beginning of the course, there will be no extensions granted.

Readings Annotations

The learning objectives for the Readings Annotations are to encourage you to engage with the readings at a deeper level, to connect them to other course material and ideas, to see the ways in which they might inform your engagement with the world around you, to highlight areas that you might not understand, to ask tough questions of authors, to think critically about the readings, to extend and expand your critical vocabulary, and to demonstrate a solid understanding of their content and legal analytic reasoning.

You are asked to complete three (3) readings annotations over the course of the term where you **mark up a printed version of the reading**. These are not accepted electronically.

Each annotation will be worth ten (10) points towards your final grade. A grading rubric and a *Guide to Annotating Your Readings* is posted to the Readings Annotations module of our Brightspace page. You should review this in detail and follow it closely.

All readings eligible for annotation are designated with *** in the course outline. No other readings will be accepted for annotation.

Annotations will focus on highlighting the thesis statement, key concepts, thinking about how they can be applied, linking passages in the reading to other course material and other course, noting connections to real world issues, engaging with thought-provoking passages, critical commentary, and a final reflection, among other points. Again, more detail is provided in the Annotation Assignment Guide posted to the Brightspace module for Annotations.

Due dates for annotations:

February 6 -- for a reading selected from weeks January 16, 23 or 30

March 6 -- for a reading selected from weeks February 13 or 27

March 27 -- for a reading selected from weeks March 6, 13, or 20

Submit your Readings Annotations to the TA at the end of the class in which they are due.

In the event that you complete three annotations and do not do well on one of them, you are welcome to submit a fourth and the three highest grades will be counted. This does not apply to missed deadlines.

Foundations Examination

There will be an in-class examination on the foundational material of the course on **February 6** covering the introduction and first three substantive weeks. It will be comprised of two sections. The first will be fill-in-the-blanks and the second will focus on defining and using analytic concepts. Both sections will require you to demonstrate comprehension of, and facility with, the ideas and knowledge you have gained in the course to date. It will be completed

manually (i.e. no electronics) and will be open book. Permitted materials will include paper course notes and readings.

In-Class Essay

You will be asked to conduct an analysis of a contemporary issue using relevant course materials on **March 27**. At the beginning of class, you will receive a scenario and a short set of questions. In preparing your answers to the questions, you should use appropriate and specific lecture content and course material (incl. readings). Answers are due at the end of class. Answers will be prepared manually (i.e. no electronics); it will be open book. Permitted materials include paper course notes and readings.

Final Examination

There will be a final examination on all material covered in the course taking place in the formally scheduled examination period. It will be comprised of two sections. The first focuses on comprehension and analytic use of key concepts learned in the course, and the second asks you to conduct a critical analysis of a 'real life' scenario involving a freedom of expression dispute. There will be choice in both sections. Both will require you to demonstrate comprehension of, and facility with, all course materials. It will be completed manually (i.e. no electronics); it will be open book. Permitted materials will include paper course notes and readings.

EXTENSIONS

No extensions are available for the Readings Annotations as these are essentially rewards for doing the course reading prior to class. You have a lot of choice to select from and have at least three weeks to complete one reading annotation before it is due. Please plan accordingly. If you leave these to the last week and happen to be sick that week, you are accountable for that choice.

All other modes of evaluation are completed in class or in the scheduled examination period and therefore not subject to extensions. All in-class essays and all exams are subject to accommodations through the PMC, including additional time, assistive technology, alternative locations, and so on.

In general, the granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

TESTS AND EXAMINATIONS

The Final Exam will be completed manually and will take place during the scheduled examination period in April (date and location to be determined by Exam Services). The Registrar's Office manages requests for final exam deferrals, not the course instructor.

Deferred Exams are only available to students who are in good standing in the course. In order to be in good standing, you must have completed a minimum of 2 Readings Annotations, the Foundations Exam and the In Class Essay.

REQUESTS FOR RECONSIDERATION OF EVALUATION

If you are disappointed in any evaluation you have received, please take time to consider the written comments and any rubric details. If you did not attend the review/prep session for that evaluation, you should consider that choice in your self-reflection. If after reflecting on the contributing factors to your performance you wish to request a reevaluation, please follow the below procedure.

Any request to reconsider the evaluation of an assignment must first be made to your TA. The request should be in writing and should not be made until a minimum of 24 hours have passed from the release of the evaluation. Any request for review received prior to that time will not be considered. Communication should be respectful and professional at all times. If it is not, the matter will be referred to me. The request should specifically address the feedback offered and its relationship with the content in your work. Please note that with any review of an evaluation, the grade can increase or decrease.

If, after the above process, you still believe the evaluation is not accurate, you can request that the matter be referred to me for a further review. All of the above requirements still apply. I will review your assignment, your request, the entire chain of communication between you and the TA, the original evaluation, the TA's report responding to the request for re-evaluation, and will discuss the reasons for the evaluation with the TA before making my decision. Again, please note that the grade can increase or decrease upon this re-evaluation.

FINAL GRADE APPROVAL

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

SCHEDULE**January 9 Introduction**

Discussion Piece: Martin, Alexander (2025), "Online Platforms Risk Becoming Ideological Echo Chambers That Undermine Meaningful Dialogue" (January 26) at <https://theconversation.com/online-platforms-risk-becoming-ideological-echo-chambers-that-undermine-meaningful-dialogue-247982>

January 16 Freedom of Expression in a Democratic Society

***Hamilton, Sheryl N. and Sandra Robinson (2019), "Freedom of Expression and Its Limits in Media Society" in *Law's Expression: Communciation, Law and Media in Canada*, (2nd ed.), Toronto: Lexis-Nexus, pp. 1-28.

***Fish, Stanley (1994), "There's No Such Thing as Free Speech, and Its' a Good Thing Too" in *There's No Such Thing as Free Speech and It's a Good Thing Too*, New York: Oxford University Press, pp. 102-109

Discussion Piece: McArthur, Victoria (Vicky) (2025), "Should Canadian Politicians Be Allowed to Block Their Constitutents on Social Media?" in *The Conversation*, November 16, <https://theconversation.com/should-canadian-politicians-be-allowed-to-block-their-constituents-on-social-media-269165>

January 23 News, Democracy and the Troubles with "Truth"

***Capilla, Pablo (2021), "Post-Truth as a Mutation of Epistemology in Journalism" in *Media and Communication* 9(102): 313-322.

Discussion Piece: Hamilton, Wawmeesh (2016), "In First Nations, Freedom of the Press is Unclear" in *Policy Options*, December 1 at <https://policyoptions.irpp.org/2016/12/in-first-nations-freedom-of-the-press-is-unclear/>

January 30 The Platformization of Expression: "There's no free speech on social media"

***Scharlach, Rebecca, Blake Hallinan, and Limor Shifman (2023), "Governing Principles: Articulating Values in Social Media Platform Policies" in *New Media & Society*, 26(11): 6658-6677.

***Duffy, Brooke E. and Colten Meisner (2023), "Platform Governance at the Margins: Social Media Creators' Experiences With Algorithmic (In)visibility" in *Media, Culture & Society* 45(2): 285-304.

Discussion piece: Caplan, Joel & Mark Zuckerberg (2025), "More Speech and Fewer Mistakes" at <https://about.fb.com/news/2025/01/meta-more-speech-fewer-mistakes/>

February 6 Foundations Exam

February 13 Privacy, Information and Data Justice

***Steeves, Valerie and Milda Mačėnaitė (2022) "Data Protection and Childrens' Online Privacy" in *Research Handbook on Privacy and Data Protection Law* (G. González, R. van Brakel, and P. De Hert, eds.), Cheltenham, UK: Elgar Online, pp. 358-374.

***Taylor, Linnet, Siddharth Peter de Souza, Aaron Martin, and Joan López Solano (2025), "Governing Artificial Intelligence Means Governing Data: (Re)setting the Agenda for Data Justice" in *Dialogues on Digital Society*, pp. 1-18.

Discussion piece: Scassa, Teresa (2024), "Youth Social Media: Why Proposed Ontario and Federal Legislation Won't Fix Harms Related to Data Exploitation" (November 7) at <https://theconversation.com/youth-social-media-why-proposed-ontario-and-federal-legislation-wont-fix-harms-related-to-data-exploitation-242187> n

February 20 Spring Break!

February 27 Defamation and the Protection of Reputation

***Coe, Peter (2021), "An Analysis of Three Distinct Approaches to Using Defamation to Protect Corporate Reputation from Australia, England and Wales, and Canada" in *Legal Studies (Society of Legal Scholars)*, 41(1): 111–29.

***Hurry, Aliosha (2022), "Defamation as a Sword: The Weaponization of Civil Liability Against Sexual Assault Survivors in the Post-#MeToo Era" in *Canadian Journal of Women and the Law* 34(1): 82-108.

Discussion Piece: Macklem, Lisa (2024), "Drake-Kendrick Lamar Feud: What Does the Law Say About Defamatory Lyrics" in *The Conversation*, (May 14) <https://theconversation.com/drake-kendrick-lamar-feud-what-does-the-law-say-about-defamatory-lyrics-229804>

March 6 The Pernicious Problem of Hate Speech

***Al-Rawi, Ahmed (2021), "Telegramming Hate: Far Right Themes on Dark Social Media" in *Canadian Journal of Communication* 46(4): 821-851.

***Thomas, Kurt, Patrick Gage Kelley, Sunny Consolvo, Patrawat Samermit and Elie Bursztein (2022), " 'It's common and a part of being a content creator': Understanding How Creators Experience and Cope with Hate and Harassment Online" in *CHI Proceedings*, pp. 1-15.

Discussion piece: Robson, Daniel (2025), "New Hate-Crime Bill Must Confront the Enforcement Gap" in *Policy Options*, October 22, <https://policyoptions.irpp.org/2024/02/fake-porn-harm/>

March 13 Obscenity, Moral Regulation and Sexualized Expression

***Hamilton, Sheryl N. and Sandra Robinson (2019), "Expressing Sex" in *Law's Expression: Communication, Law and Media in Canada* (2nd ed.), Toronto: Lexis Nexus, pp. 89-120.

***Ketterling, Jean (2025), "Deplatforming Digital Sex: Self-Governing Sex in Video Games" in *The Bloomsbury Handbook of Sex and Sexuality in Game Studies* (M. Wysocki and S. Shook, eds.), New York and London: Bloomsbury Academic, pp. 327-341.

Discussion piece: Joy, Phillip, Andrea Fraser, and Conor Barker (2025), "Pride, Pages and Performance: Why Drag Story Time Matters More Than Ever" in *The Conversation* (June 19) at <https://theconversation.com/pride-pages-and-performance-why-drag-story-time-matters-more-than-ever-258508>

March 20 The Non-Consensual Disclosure of (Deepfaked) Intimate Images

***Langlois, Ganaele and Andrea Slane (2017), “Economies of Reputation: The Case of Revenge Porn” in *Communication and Critical/Cultural Studies* 14(2): 120-138.

***Dodge, Alexa (2019), “Nudes are Forever: Judicial Interpretation of Digital Technology’s Impact on ‘Revenge Porn’” in *Canadian Journal of Law and Society* 34(1): 121-143.

Discussion piece: Moreau, Shona and Chloe Rourke (2024), “Fake Porn Causes Real Harm to Women” in *Policy Options*, February 8, at <https://policyoptions.irpp.org/2024/02/fake-porn-harm/>

March 27 In-Class Essay**April 8 Wrap up and Exam Review**

Please note this is a Wednesday class to replace classes that were scheduled on “Good Friday”

ADDITIONAL COURSE POLICIES**Policy on permissibility of submitting same work more than once, group or collaborative work, and using generative ai**

Work completed in another class should not be submitted for evaluation in this class. This practice will be treated as a violation of academic integrity.

While you may study and collaborate with others in your out-of-class and in-class learning, your assignments should be completed on your own.

In this course, you may use AI tools like ChatGPT, but only in specific, limited ways. AI tools can be used to assist with the comprehension of course materials. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. Any use of AI must be clearly documented and cited, including the prompts used and how the tool assisted in the process.

For example, in relation to the Readings Annotations, I recommend reading your readings and highlighting key elements that you recognize – i.e. thesis statement, central arguments, key evidence, conclusions. Testing these elements with a large learning model (LLM) tool will allow you to better measure and evaluate the quality of your own analysis, and to correct errors made by the tool.

When completing the analytic and personal response elements of the annotations, it is **not** appropriate to use an LLM (generative AI) tool. I am interested in **your** thoughts, engagements, connections, and responses. **Do not allow your own personality, quality of thought, imagination, and passion for social justice to be flattened and rendered generic by a tool that renders your written work ‘the same’ as everyone else’s!**

To this end, annotations which stay at a general level and do not get into the specifics of course material, issues and examples discussed in class, are not relevant to jurisdiction, and don’t use the language you are learning in the course, will not receive strong evaluations.

Intellectual property in course material – circulation and recording

All course materials, including the Brightspace page content, the course outline, handouts, assignments, and lectures are the intellectual property of the professor. As students studying law, in particular, I hope that you will respect that at all times and abide by Canadian copyright law.

Please do not record the lectures and/or circulate any course material within or outside of the course without my express permission.

I will respect your intellectual property rights in your work at all times in this course and beyond, and would ask that you reciprocate that respect to me.

Sheryl’s Additional Accommodation

The formal accommodations for which you may be eligible are detailed after the course schedule below. If you have any other special needs as a student not addressed or not addressed adequately by existing policies, and that would benefit from an informal accommodation for you to maximize your learning experience (employment, child or elder care, course conflicts, chronic conditions, etc.), please speak to me **at the beginning of term** so that we can arrange a mutually satisfactory approach to meeting the course requirements and objectives.

UNIVERSITY AND DEPARTMENTAL POLICIES**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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

STATEMENT ON STUDENT MENTAL HEALTH

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

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

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

Off Campus Resources:

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

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 [here](#).

Winter 2026 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/	
January 5, 2026	Winter term begins.
January 16, 2026	Last day for registration and course changes (including auditing) for Winter courses.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 16, 2026	Statutory holiday. University closed.
February 16-20, 2026	Winter break. No classes.
March 15, 2026	Last day for academic withdrawal from Winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final 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.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period.
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Last day of winter and fall/winter classes.
	Classes follow a Friday schedule.
	Last day for take home examinations to be assigned.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
April 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.