

## **Course Outline**

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| <b>COURSE:</b>        | <b>LAWS 2105 A – Social Justice and Human Rights</b>                                                                                                                                                                                                                                                                                                                                                        |
| <b>TERM:</b>          | <b>Fall 2026</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PREREQUISITES:</b> | <b>1.0 credit from LAWS 1001 and LAWS 1002, or HRSJ 1101 and HRSJ 1102, or PAPM 1001 and PSCI 2003</b>                                                                                                                                                                                                                                                                                                      |
| <b>CLASS:</b>         | <b>Day &amp; Time: Thursday, 14:35 to 17:25 (in person)</b><br><b>Room: Please check Carleton Central for current classroom location.</b>                                                                                                                                                                                                                                                                   |
| <b>INSTRUCTOR:</b>    | <b>Diksha Kale (she/her)</b>                                                                                                                                                                                                                                                                                                                                                                                |
| <b>CONTACT:</b>       | <b>Office Hrs / Location: TBD, information will be posted on Brightspace</b><br><b>Telephone:</b><br><b>Email: <a href="mailto:dikshakale@cunet.carleton.ca">dikshakale@cunet.carleton.ca</a></b><br><b>Emails are answered in 2-3 business days, Monday to Friday, with the exception of holidays. The instructor will only respond to emails sent from a student's Carleton University email (cmail).</b> |
| <b>BRIGHTSPACE:</b>   | <b><a href="https://brightspace.carleton.ca/d2l/home/450746">https://brightspace.carleton.ca/d2l/home/450746</a></b>                                                                                                                                                                                                                                                                                        |

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### **CALENDAR COURSE DESCRIPTION**

Theories and practices of law and social justice. Issues examined may include: civil democracy and repression; global governance and the rule of law; democratic movements and social power; human rights instruments, regimes and remedies; armed conflict; and humanitarian intervention.

### **COURSE DESCRIPTION**

This course is designed to introduce students to concepts and theories related to human rights and social justice issues in Canada and beyond. This course also interrogates the concepts of social justice and human rights in connection with historical and cultural perspectives on race, gender, sexuality, disability, colonialism, and the environment. Students enrolled in this course will engage with a variety of academic literature, news

articles, non-fiction, and news media. Students should expect to spend at least 2 to 4 hours every week on coursework, excluding the three-hour-lecture every week.

### **LEARNING OUTCOMES**

Students who successfully complete this course will be able to:

1. understand foundational concepts about social justice and human rights,
2. understand some of the legal processes involved in human rights adjudication in Ontario and Canada,
3. critically read a variety of academic and non-academic texts on the subject,
4. synthesize significant information on the subject for memorization and application, and
5. write analytically on the subject of human rights and social justice.

### **REQUIRED TEXTS**

For the Book Analysis assignment, students will need to access one of these books –

Waldron, I. (2018). *There's Something in the Water: Environmental Racism in Indigenous and Black Communities*. Fernwood Publishing. (Estimated Cost: \$25)

OR

Kara, S. (2023). *Cobalt Red: How the Blood of the Congo Powers Our Lives*. St. Martin's Publishing Group. (Estimated Cost: \$20)

There are no restrictions on using second-hand copies or different editions for these texts. However, translated versions of these books in other languages should not be used for the assignment. The assignment will be graded by the teaching assistants based on the original English language versions for both books. Students will need to have access to their chosen text until final grades for the course are released in late December 2026.

Students are encouraged to pursue borrowing options from local and other libraries prior to purchase. Try to access either of these books from the [Ottawa Public Library](#), [MacOdrum Library](#), or other book borrowing services. If you purchase the books, please support locally owned book shops like [The Spaniel's Tale](#), [Singing Pebble Books](#), [Perfect Books](#), [Octopus Books](#) etc., or used book shops. [The Campus Store](#) might also carry these books or they may order the books for you. The prices for the books as listed above are estimates, and the actual costs may differ from what is stated above.

All other required texts for the course will be made available through ARES on Brightspace.

## REQUIRED MATERIALS

Students will need stationery such as sheets of paper, notebook, and pens for the course exercises in class. Students will also need access to a computer and high speed internet connection to submit some of the assignments. Some of the in-class course exercises may require the use of a cellphone or computer to run a web search or complete an online quiz. Students will **NOT** need access to any editing and proofreading software like Grammarly (whether in-built in their writing software or not).

## EVALUATION

Please note that students must submit every assignment listed below to receive a final grade for the course.

| Assignment                  | Grade Value     | Due Date                    |
|-----------------------------|-----------------|-----------------------------|
| Weekly Notes                | 8 x 2.5% = 20%  | Due every Wednesday         |
| Course Exercises (in class) | 8 x 3.75% = 30% | Due every Thursday in class |
| Book Analysis               | 15%             | November 5                  |
| Class Test                  | 30%             | November 26                 |
| Self-Assessment             | 5%              | December 3                  |

### **1. Weekly Notes (20% of final grade) – Due every Wednesday, before 11:00 pm on Brightspace**

Students are expected to do notetaking in preparation for and during the lecture every Thursday. The notes must be 1.5 to 3 pages long, handwritten or typed. You can upload pictures of your weekly handwritten notes, or combine the pictures into a pdf format file every week for submission on Brightspace. The pictures and your handwriting must be legible. **Ineligible notes, files that cannot be opened, and notes longer than 3 pages will not be graded.** Each submission for this assignment must consist of the following:

- Notes taken when reading **all** the assigned texts in preparation for class = 1.5 points (minimum 1 page)
- Notes taken during the lecture = 1 point (minimum half a page)

The notes must include key concepts and main theses from the assigned readings as well as any questions/reflections the student might have about the readings or the lecture content. The notes will not be evaluated for grammar, punctuation or spelling. This notetaking resource might be helpful to understand effective strategies for notetaking: [www.mcgill.ca/access-achieve/learning/guides/note-taking](http://www.mcgill.ca/access-achieve/learning/guides/note-taking)

The weekly notes for a Thursday lecture must be submitted to Brightspace by the following Wednesday, before 11:00 pm. For example, the weekly notes for the lecture on

Thursday, September 17 will be due by Wednesday, September 23 on Brightspace.

Note: Students **only need to submit eight weekly notes** throughout the semester. Any additional attempts will be evaluated as well, and the lowest attempt grade will be dropped.

## **2. Course Exercises in class (30% of final grade) – Due every Thursday in class**

Students can receive a grade worth a maximum of 3.75% every week of class for this assignment. Towards the end of the lecture every week, students will be assigned an in-class exercise in line with the learning outcomes of the course. These exercises must be completed in class, and the handwritten responses must be submitted to the instructor before the end of the class. Exceptions will only be made for students registered with the Paul Menton Centre (PMC), who have a formal accommodation letter for using typing software instead of handwriting. Such students must email their completed course exercise to the instructor and must confirm with the instructor that their email was received before they leave the classroom. The instructor will provide students with these accommodations a document link with track changes and version history for writing all their in-class course exercises.

Examples of these exercises include writing a paragraph about the assigned texts, identifying the citation format of different texts, creating an infographic etc. The exercises will be graded as pass (3.75%) or fail (0%). No alternative assignments will be provided for the in-class course exercises. Make sure to write your full name, student number, course title, and date at the top of the first page of your written course exercise.

Note: Students **only need to attempt eight** course exercises throughout the semester. Any additional attempts will be evaluated as well, and the lowest attempt grade will be dropped.

## **3. Book Analysis (15% of final grade) – Due before November 5, 11:00 pm on Brightspace**

Students registered in the course will write a reflective, critical analysis of any one of these texts:

Waldron, I. (2018). *There's Something in the Water: Environmental Racism in Indigenous and Black Communities*. Fernwood Publishing; **OR**

Kara, S. (2023). *Cobalt Red: How the Blood of the Congo Powers Our Lives*. St. Martin's Publishing Group.

The analysis will be written in an essay format, and it must be between 1500 to 2500 words in length. To detect plagiarism and any use of generative artificial intelligence, students will be required to use a digital document with track changes and version history. Students must use the American Psychological Association (7<sup>th</sup> edition) for citations in

this assignment. Every citation must include the corresponding page number/s from the cited source, irrespective of APA guidelines that may or may not state otherwise. Please consult this MacOdrum Library guide: <https://library.carleton.ca/guides/help/apa>. This is a take-home assignment that must be submitted on Brightspace before 11:00 pm on November 5. The grading rubric and more information about the assignment will be provided on Brightspace.

#### **4. Class Test (30% of final grade) – Due November 26 in class**

This cumulative test will build upon the course contents from Week 1 to Week 11, the lectures, the course exercises, and the book analysis assignment. It will consist of short essay questions, with the option of writing a long essay instead. Students will have 2 hours to complete the test. The test will be closed-book and handwritten. Questions for the test will be provided to students on Brightspace within the first 2-3 weeks of the course to help them prepare. No extra time will be provided to complete the test.<sup>1</sup>

The use of any electronic devices – phones, tablets, computer/laptop, wristwatches, smart eyewear/glasses (Meta and other) etc. – will be forbidden and monitored during the test. Students must bring their Carleton University identity card and a bag where their electronic devices and other personal belongings can be stored for the duration of the test. The reporting time for the test is 2:30 pm. The test will begin at 3:00 pm and end at 5:00 pm. No student will be permitted to enter or leave the classroom from 3:00 pm to 5:00 pm. Students who violate these rules will not be allowed to complete or retake the test. They will forfeit the 30% of final grade they could have received for this test.

In case of documented extenuating circumstances (i.e. medical or family emergency), an alternative date and time for the Class Test will be determined by the instructor outside of class hours. The alternative Class Test will occur on campus outside of regular class time (which can include Friday evening, Saturday or Sunday). **No other alternative assignments or retakes will be permitted for the Class Test.** The grading rubric and more details about the test will be shared on Brightspace.

#### **5. Self-Assessment (5% of final grade) – December 3, 11:00 pm on Brightspace**

Every student is required to write a one-page self-assessment detailing their performance in the course. Students are encouraged to comparatively discuss their understanding of social justice and human rights before taking the course and at the time of writing the self-assessment. Make sure to comment on your performance for every assignment in the course. The self-assessments are evaluated as pass or fail, but students may be asked to rewrite theirs if the content is too short for evaluation or if the student misrepresents their performance in the course. The self-assessment must be submitted on Brightspace before

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<sup>1</sup> Exceptions to this policy will only be made for students registered with the PMC where extra time for tests and/or the use of typing software is mentioned in the formal accommodation letter.

December 3, 11:00 pm.

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

### **POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

**Assignments submitted past the due date will not be graded or accepted.** Late submissions require an extension approved by the instructor in writing. There are no accommodations for late assignments, unless the delay in submission is due to an emergency. Without prior negotiation with the instructor, no late assignments will be accepted, and the assignment will be graded as 0. Reasons such as planned travel, jobs, data backup issues, or any misreading of the assignment and examination timetable are not acceptable.

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. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

To request an extension, send an email to the instructor with the following information at least two weeks before the due date for the assignment:

1. Your full name, student number and course title/number,
2. the assignment which you are requesting an extension for,
3. your reasons for requesting the extension, and
4. your notes, drafts etc. showing the work you have done for the assignment prior to making the extension request.

### **POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

**Any use of generative or proofreading AI software is prohibited for this course.** Examples of AI software include ChatGPT, Google Gemini, Quillbot, Grammarly, Notion, Microsoft Copilot, Claude etc. The use of AI has been demonstrated to limit the development of critical thinking skills<sup>2</sup> – skills which this class is oriented on developing.

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<sup>2</sup>See: Cook, T. (May 20, 2025). AI Weakens Critical Thinking. This Is How to Rebuild It: Cognitive offloading shrinks mental muscles. Here are 4 ways students can stay sharp, *Psychology Today*, link retrieved August 4, 2025:

<https://www.psychologytoday.com/us/blog/the-algorithmic-mind/202505/ai-weakens-critical-thinking-and-how-to-rebuild-it>; and Stokel-Walter, C. (February 13, 2025). Using AI tools like ChatGPT can reduce critical thinking skills: A survey of workers who used generative AI to complete tasks found

Since grammar, spelling errors and punctuation will not be graded for any assignment, students don't need to use any grammar or spell-checking software.

If you are suspected of using any such AI tools, you will have to prove that your assignments did not involve AI use. Using these tools for the course will also result in an academic integrity violation enquiry. To dispute any accusations of AI use, you are advised to keep records of the research and the detailed note-taking you do for the assignments. Students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Let's harness the capabilities of our minds and avoid relying on technology for basic literacy tasks such as writing and note-taking. Learning and writing can be beautiful, creative, human-oriented processes. The instructor and teaching assistants for this course are committed to helping you develop your writing, critical thinking, and analytical skills.

## **POLICY ON CLASSROOM RECORDING**

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty and contract instructors own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

## **OTHER COURSE POLICIES**

### **1. Preparing for the Lecture**

Students are expected to read and annotate the assigned readings for the week *before* coming to class. We cannot have any productive conversations during the lecture if you are completely unfamiliar with the readings. Be advised that some of the course content includes acts of violence that might be displeasing to read. The difference between an emotional trigger and discomfort is significant – the former is a strong,

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that they used critical thinking less when they trusted the AI to do the task accurately, *New Scientist*, retrieved August 4, 2025: <https://www.newscientist.com/article/2468440-using-ai-tools-like-chatgpt-can-reduce-critical-thinking-skills/>

involuntary response, and the latter is a combination of emotions that can be managed more easily. Certain discomfort is to be expected when studying human rights and social justice, but please connect with the mental health resources listed on page 14 as needed.

## **2. In the Classroom**

As pleasant as it may be to you, please avoid talking amongst each other in the classroom or being disruptive in any way. Many people find it difficult to concentrate on lectures when there are audible, visual or even olfactory distractions around them. Please avoid strong scents (perfume, strong body odour, scented products, odorous food etc.) when coming to class.

## **3. On Brightspace**

As the course instructor, I hope you will all make good use of the discussion forum on Brightspace. You can use the discussion forum to connect with your peers for questions about the course, to share any interesting insights about the readings, to confirm details you may be unsure of, to plan group studying etc. Please be respectful and considerate on the discussion forum. All posts and comments on the discussion forum are visible to the instructor and TAs.

## **4. Grade Review**

If you wish to appeal your grade for an assignment or exam, please write a detailed email to the instructor and include specific comments in support of your request. To have your grade re-evaluated, you must demonstrate, with the help of the relevant grading rubric, an oversight on part of the TA who graded your work. A grade review can result in a higher or lower grade than the one you originally received. The grade assigned by your course instructor after the grade review process will be final, even if the grade is lower than the one you received from the TA who graded your work. Every grade review request must be submitted within 7 days from the date of publishing the grades on Brightspace.

## **5. Offences of Conduct**

Any inappropriate behavior via email or in-person with your course instructor, TAs and/or other students in the classroom will result in your being reported to the Department of Law and Legal Studies. Your course instructor and TA are part-time employees of Carleton University and are not required to put up with any offensive conduct from a student. Fostering a welcoming environment in the classroom is part of your responsibility as a student.

Please consult Section 10.2 of the university's policy on this subject: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/>.

## **6. Questions about the Course**

The instructor will not respond to questions (via email) that have already been

answered in the course outline. Please do your due diligence to find answers in the course outline, on Brightspace and in your lecture notes. If you cannot find any answers there, please send me an email.

## 7. Readings and Modality

The readings and assignments for the course may be altered by the instructor depending on access issues, pedagogical approach, or to improve student learning. If the instructor cannot teach a class in person on a given day, the class will be held online or canceled.

## 8. Final Grades

This course is designed to ensure regular, sustained engagement with the course content. If you do not submit any of the weekly in-class course exercises, the instructor will have to indicate in your final grade assessment that you did not attend any of the lectures. For students with scholarships and financial aid, this can be an issue if attendance is one of the requirements for their funding.

The explanation below is meant to give you a general idea about the final grade you can expect in this course, based on your performance.

| <u>Letter Grade</u> | Final Grade %       | Student Performance                                                                                                   |
|---------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------|
| F                   | Less than 50        | student did not demonstrate any of the learning outcomes                                                              |
| D+, D, D-           | 57-59, 53-56, 50-52 | student demonstrates a preliminary understanding of the subject                                                       |
| C+, C, C-           | 67-69, 63-66, 60-62 | student demonstrates an average understanding of the subject and can write about the subject at a satisfactory level  |
| B+, B, B-           | 77-79, 73-76, 70-72 | student demonstrates above average understanding and writing skills on the subject of human rights and social justice |
| A, A-               | 85-89, 80-84        | student demonstrates                                                                                                  |

|    |        |                                                                                                                                              |
|----|--------|----------------------------------------------------------------------------------------------------------------------------------------------|
|    |        | advanced analytical and writing skills and has engaged critically with the course content                                                    |
| A+ | 90-100 | student demonstrates excellent analytical and writing skills, and has engaged with the course content regularly, critically and consistently |

## **SCHEDULE**

### **Week 1 | September 10: Introduction to the Course**

1. Course Outline for LAWS 2105 A (Fall 2026)
2. How to Read Academic Articles:  
<https://www.oise.utoronto.ca/skillshub/resources/how-read-academic-articles>

### **Week 2 | September 17: The Nature of Human Rights**

1. Hunt, L. (2008). Introduction. In *Inventing Human Rights: A History* (pp. 15–34). W. W. Norton & Company.
2. Hunt, L. (2008). Appendix: Three Declarations: 1776, 1789, 1948. In *Inventing Human Rights: A History* (pp. 215–229). W. W. Norton & Company.

### **Week 3 | September 24: Settler Colonialism and Indigenous Rights**

1. Johansen, B. E., & Mann, B. A. (2000). Deskaheh (Levi General) (Cayuga), 1873–1925. In *Encyclopedia of the Haudenosaunee (Iroquois)* (pp. 73–74). ABC-CLIO, LLC.
2. Million, D. (2013). An Introduction to Healing in an Age of Indigenous Human Rights. In *Therapeutic Nations: Healing in an Age of Indigenous Human Rights* (pp. 1–32). University of Arizona Press.

### **Week 4 | October 1: Social Justice and Vulnerable Groups**

1. Capeheart, L., & Milovanovic, D. (2020). Introduction. In *Social Justice* (pp. 1–10). Rutgers University Press.
2. Chartrand, V. (2021). Abolition in the Land Known as Canada in the Wake of COVID-19. *Current Issues in Criminal Justice*, 33(1), 138–143.  
<https://doi.org/10.1080/10345329.2020.1853218>
3. Helwig, M. (2025). Here. In *Encampment: Resistance, Grace, and an Unhoused Community*. Coach House Books.

### **Week 5 | October 8: Human Rights and Race in North America**

1. Democracy Now! (2017, May 25). *Journalist Desmond Cole on How the Toronto Star Tried to Silence His Activism for Black Liberation* [Video recording]. <https://www.youtube.com/watch?v=a1Jmu0EO100>
2. Man, S. (2020). Anti-Asian violence and US imperialism. *Race & Class*, 62(2), 24–33. <https://doi.org/10.1177/0306396820949779>
3. Davis, A. Y. (1983). Class and Race in the Early Women's Rights Campaign. In *Women, Race & Class* (pp. 46–69). Knopf Doubleday Publishing Group.

### **Week 6 | October 15: Assignment Review and Writing Workshop**

Assigned readings will be shared on Brightspace.

### **Week 7 | October 22: Discrimination and Human Rights**

1. Mncwabe, S. (2023, March 24). *World Athletics regulations on transgender women athletes risk human rights violations, rights groups say*. CNN. <https://www.cnn.com/2023/03/24/sport/world-athletics-transgender-athlete-regulations-reaction-spt-intl/index.html>
2. United Nations. (1975, December 9). Declaration on the Rights of Disabled Persons. <https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-rights-disabled-persons>

### **Week 8 | October 29: Fall Break (No classes during October 26 to 30)**

### **Week 9 | November 5: Nature, Rights and Social Justice**

1. Brei, A. T. (2013). Rights & Nature. *Journal of Agricultural and Environmental Ethics*, 26 (2), 393–408. <https://doi.org/10.1007/s10806-012-9385-z>
2. We Saw What AI Data Centers Don't Want You to See (Season 3, episode 4). (2026, May 30). [Broadcast]. In *Overview*. PBS. <https://www.pbs.org/video/we-saw-what-ai-data-centers-dont-want-you-to-see-n1ewcf/>

### **Week 10 | November 12: Human Rights Processes**

1. Application and Hearing Process (pp. 1-9). (n.d.). Tribunals Ontario. Retrieved August 7, 2026, from <https://tribunalsontario.ca/hrto/application-and-hearing-process/>
2. *A Guide to the Canadian Human Rights Tribunal* (pp. 1-7). (2024, February 27). <https://www.chrt-tcdp.gc.ca/en/human-rights/process>
3. *International Complaints*. (2017, October 23). <https://www.canada.ca/en/canadian-heritage/services/human-rights-complaints/international.html>

### **Week 11 | November 19: The Paradoxes of Human Rights**

1. Sen, A. (2006). Human Rights and the Limits of Law Lecture. *Cardozo Law Review*, 27(6), 2913–2928.
2. David, L. (2014). A Principled Approach to the Positive/Negative Rights Debate in Canadian Constitutional Adjudication. *Constitutional Forum*, 23(1), 41–46.

3. Spade, D. (2015). What's Wrong with Rights? In *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* (pp. 38–49). Duke University Press.

### Week 12 | November 26: Class Test

Details will be made available on Brightspace.

### Week 13 | December 3: Violence and Colonization

1. Fanon, F. (2007). On Violence. In *The Wretched of the Earth* (pp. 1–29). Grove/ Atlantic, Inc. (Original work published 1961)
2. Ambedkar, B. (1979). In the Plenary Session. In V. Moon & H. Narke (Eds.), *Dr. Babasaheb Ambedkar: Writings and Speeches* (Vol. 2, pp. 503–509). Dr. Ambedkar Foundation. <https://www.mea.gov.in/Images/CPV/Volume2.pdf>

### Week 14 | December 10: Apartheid and Holocaust

1. Noah, T. (2016). Born a Crime. In *Born a Crime: Stories from a South African Childhood* (pp. 21–31). Random House Publishing Group.
2. Wolff, N. (2020). Severing a Historical Bond: The Implications of Divorcing Human Rights from Holocaust Education. *Holocaust Studies*, 26(3), 306–328. <https://doi.org/10.1080/17504902.2019.1581493>

| Fall 2026 Sessional Dates and University Closures                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please find a full list of important academic dates on the calendar website:<br><a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a> |                                                                                                                                                                                                                                                                                                     |
| September 9, 2026                                                                                                                                                                   | Fall term begins.                                                                                                                                                                                                                                                                                   |
| September 22, 2026                                                                                                                                                                  | Last day for registration and course changes (including auditing) for Fall courses.                                                                                                                                                                                                                 |
| September 30, 2026                                                                                                                                                                  | Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.                                                                                                                                                                                 |
| October 12, 2026                                                                                                                                                                    | Statutory holiday. University closed.                                                                                                                                                                                                                                                               |
| October 26-30, 2026                                                                                                                                                                 | Fall break. No classes.                                                                                                                                                                                                                                                                             |
| November 15, 2026                                                                                                                                                                   | Last day for academic withdrawal from full and late fall courses.                                                                                                                                                                                                                                   |
|                                                                                                                                                                                     | Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines. |
| November 27, 2026                                                                                                                                                                   | Last day for summative tests or examinations, or                                                                                                                                                                                                                                                    |

|                             |                                                                                                                                                                                                                                                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.                                                                     |
| <b>December 11, 2026</b>    | Fall term ends.                                                                                                                                                                                                                                               |
|                             | Last day of fall classes.                                                                                                                                                                                                                                     |
|                             | Classes follow a Monday schedule.                                                                                                                                                                                                                             |
|                             | Last day for take home examinations to be assigned.                                                                                                                                                                                                           |
| <b>December 9-10, 2026</b>  | No classes or examinations take place.                                                                                                                                                                                                                        |
| <b>December 12-23, 2026</b> | Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.                                                                                                                                                        |
| <b>December 23, 2026</b>    | 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. |

### **STATEMENT ON ACADEMIC INTEGRITY**

For this course, students cannot submit substantially the same piece of work that they have published or submitted in another course. The term “substantially same” here refers to both academic and non-academic work that the student has done on similar topics (human rights, social justice, discrimination etc.). If discovered, such self-plagiarism can be investigated as an academic integrity offense.

Although this course does not involve any group projects or collaborative work, students are encouraged to collaborate with their peers registered in this course to discuss ideas, arguments, strategies and solicit feedback. Such collaboration does not extend to writing each other’s notes, course exercises, and book analysis.

### **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](https://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](mailto: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](#).