

Course Outline

COURSE:	LAWS 3502 A – Regulating Freedom of Expression in Canada
TERM:	FALL 2026
PREREQUISITES:	1.0 Credit in LAWS at the 2000 Level
CLASS:	Day & Time: Friday @ 11:35 am – 2:25 pm Room: <i>Check Carleton Central for room location</i>
INSTRUCTOR:	Gulay Kilicaslan (she/her)
CONTACT:	Office: D598 Loeb Building Office Hrs: Thursdays and Fridays 10:30 – 11:30 am <i>OR</i> By Appointment Telephone: (613) 520-2600 ext: 2591 Email: gulay.kilicaslan@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450770

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

Freedom of expression is treated as a foundational commitment of Canadian democracy. It is also, and always has been, regulated. What has changed is the pace. In the past two years Parliament has created new hate propaganda offences through the Combatting Hate Act, Canadian universities have adopted impartiality policies governing what their own academic units may say in public, Alberta has moved to pull books from school libraries, generative AI has made sexual deepfakes trivial to produce, and activists who came to Canada to escape surveillance have found their governments reaching them here. What links these examples is that every one of them was introduced in someone's defence. Children, minorities, survivors, democratic institutions. This course begins from that observation and asks what protection has cost, and who has paid for it.

This course examines how law, employers, universities, digital platforms and political communities decide who may speak, what may be said, and which expression comes to be recognized as harmful, dangerous or undeserving of protection. Some of that work is done through criminal and civil

liability. Far more of it is done by mechanisms that never announce themselves as speech regulation at all, including employment and student discipline, platform governance and algorithmic ranking, administrative and funding decisions, public criticism and counterspeech, and coordinated harassment or intimidation. We will read critical socio-legal scholarship alongside reports, policy debates, commentary and selected legal materials. Weekly topics include settler colonialism and Indigenous expression, misinformation and press freedom, platform power, hate speech, genocide denialism, sexualized expression and image-based abuse, diasporic protest and transnational repression, and academic freedom.

Several unresolved questions run through the term. Canada criminalized denial of the Holocaust in 2022, and survivors of the residential school system are still asking Parliament for the same recognition, which raises the question of who is entitled to have their history placed beyond dispute. Universities announce their neutrality and then discipline the students who test it. Governments promise to shield diaspora communities from foreign interference and then treat those same communities as the security problem. We will ask why the identical instrument reads as protection from one position and as silencing from another, and whether that is a drafting failure or an accurate description of how these instruments work. We will pay particular attention to racialized, Indigenous, migrant and diasporic communities, and to dissenting political actors whose expression is narrowed through administrative, technological or informal means rather than through outright prohibition. Censorship in a liberal democracy seldom looks like censorship, and learning to recognize it across its many forms is one of the things this course aims to cover. By the end of the term, you should be able to say something more precise than that speech is free or that speech is regulated, because the interesting question was never which of those is true.

COURSE SPECIFIC LEARNING OBJECTIVES

Through critical engagement with historical and contemporary conflicts over expression, this course will support students in developing the knowledge and analytical skills needed to:

- Explain the philosophical foundations and historical development of freedom of expression within Canadian liberal rights traditions.
- Identify key areas of Canadian law and policy governing expression and assess how legal definitions of harm, protection and permissible speech are constructed and contested.
- Examine the limits of liberal approaches to free expression by considering how class, race, Indigeneity, colonialism, gender identity, sexuality, disability and their intersections shape access to political voice.
- Distinguish among different mechanisms of regulating expression, including legal penalties, institutional and employment discipline, platform moderation, public criticism and counterspeech, and coordinated harassment or intimidation.
- Analyze contemporary controversies involving hate speech, misinformation, genocide denialism, obscenity, sexualized expression, protest, academic freedom, institutional impartiality and transnational repression.
- Evaluate how digital platforms, mobile communication, artificial intelligence and algorithmic governance are changing the production, circulation and regulation of expression.

- Reflect critically on how students' own expressive practices are enabled, limited and shaped by law, institutions, technologies and social relations.
- Develop and apply a critical socio-legal vocabulary for interpreting course materials, public controversies and current developments in Canada and internationally.
- Formulate clear, evidence-based arguments through careful reading, informed discussion and analytical writing, while developing effective practices for managing coursework and deadlines.

REQUIRED TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All course materials and instructions about the course assignments will be made available on Brightspace prior to the first week of the course.

Reading assignments include book chapters and articles from diverse sources. To enhance learning, additional resources such as videos and commentaries are also incorporated.

LEARNING ACTIVITIES & ASSIGNMENTS

The primary objective of the learning activities is to enhance your skills in theoretical analysis and engaged/critical reading and writing of texts. In assessing your learning, I will pay particular attention to the following factors:

1. An active level of meaningful participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyse and engage with alternative perspectives.
4. Quality, clarity, and engagement in writing.

Tips for Reviewing Reading

In reviewing each reading, think about the following questions:

- What is the author's main argument?
- How does the author support their argument?
- How does the author define key concepts?
- What are the political, personal, and intellectual implications of the author's arguments?
- What is your critique of the author's argument, assumptions, evidence?
- What questions do this reading raise for you?
- What did you learn from this reading in relation to regulating freedom of expression in Canada and across the globe?

EVALUATION

We will discuss each mode of evaluation thoroughly during the introductory class in Week 1, and you will have sufficient opportunity to ask questions. Please review the evaluation requirements carefully and contact me as soon as possible if you need clarification. There are **four (4) modes of evaluation** in this course, weighted as follows:

Course Component	Weight	Due Date
Paired Reading and Discussion Reflections (3x10 points)	30%	Deadlines vary according to the selected weeks; see Brightspace
Mid-Term (Foundations) Exam	20%	October 16
Public Media Coverage Commentary	20%	December 4
Final Exam	30%	Check your Final Exam Schedule

1. Paired Reading and Discussion Reflections

You will complete **three (3)** paired reflections during the term. Each reflection pair consists of a pre-class reading reflection and a post-class discussion reflection, approximately 200 words each. You must select one week from each of the following groups:

- **Reflection 1: Week 2, Week 3, or Week 4**
- **Reflection 2: Week 5, Week 7, or Week 8**
- **Reflection 3: Week 9, Week 10, or Week 11**

For each selected week, you will make **two (2)** submissions through the corresponding Brightspace assignment folder.

The **pre-class reflection** must be submitted before the relevant class by the deadline indicated on Brightspace. It should engage closely with one or more of the assigned materials by identifying a significant argument, concept, example, or tension. You should explain your initial response and formulate a question, concern, or position that you bring to the class discussion. The reflection must refer to a specific argument, passage, page, section, or moment in the assigned material.

The **post-class reflection** must be submitted after the class by the corresponding Brightspace deadline. It must refer directly to a specific argument, disagreement, question, example, or intervention raised during the class discussion. You should explain how the discussion confirmed, complicated, challenged, or changed your initial interpretation. You are encouraged to return to your pre-class reflection and consider how your position developed or what new questions emerged. Both components **must be** submitted for the reflection pair to receive a grade. A pre-class or post-class reflection submitted on its own **will not** receive partial credit. The pre-class component must

be completed before the relevant class and cannot be written or reconstructed after the class discussion.

Each reflection pair will be assessed according to its specific and accurate engagement with the assigned materials, substantive engagement with the class discussion, evidence of intellectual reflection or reconsideration, clarity of writing, and adherence to the submission requirements.

General summaries of the readings or class discussion **will not** receive strong marks.

This assignment is based on each student's individual reading and participation in a particular classroom discussion. The reflections must therefore be written in your own words and grounded in your own experience of the class. Generic, fabricated, or AI-generated references to classroom discussions will not satisfy the assignment requirements and may raise concerns under the Academic Integrity Policy.

A detailed explanation of the assignment, Brightspace submission process, deadlines, and assessment criteria will be provided during the class.

2. Mid-Term (Foundations) Exam

The Mid-Term exam will be held in class on **October 16** and will cover the course introduction and the first four substantive weeks. The exam will consist of two sections. The first will ask you to define and apply key analytic concepts from the course, while the second will consist of longer-answer questions requiring you to engage critically with the arguments, themes, and assigned materials covered to date. Both sections will assess your comprehension of, and ability to work analytically with, the course's foundational ideas and knowledge. You will complete the examination manually, and electronic devices will not be permitted. You may bring **one (1) double-sided A4 sheet of notes**, which may be handwritten or printed, for use throughout the examination.

3. Public Media Coverage Commentary (20% | Due December 4 | 750–1,000 words)

For this assignment, you will write a critical commentary on one recent piece of public media coverage concerning freedom of expression in Canada. Your selected piece may be a news article, opinion column, public commentary, podcast episode, or news video published or released within the twelve months preceding the assignment deadline. It must have a clear connection to Canada and address a controversy involving the meaning, exercise, restriction, or regulation of expression. Possible subjects include hate speech, misinformation, protest, censorship, platform governance, academic freedom, institutional discipline, sexualized expression, genocide denialism, press freedom, or transnational repression.

You must analyze a piece of **media coverage**, not a government report, legislative bill, judicial decision, organizational report, or academic article. Media coverage or commentary discussing a bill, report, policy, legal proceeding, or court decision is acceptable. At the beginning of your submission, provide the title, author or media organization, publication date, and link to the selected piece. If you select a podcast or video, identify the specific episode or segment being analyzed.

Your commentary should briefly explain the issue and the position or framing presented in the media piece, but it should not become a lengthy summary. The main purpose is to provide a critical socio-legal analysis. You should examine how the coverage defines freedom, harm, censorship, public interest, truth, responsibility, or permissible expression. You may also consider whose voices are treated as authoritative, whose experiences are marginalized, what forms of regulation are emphasized or overlooked, and how the issue is shaped by law, institutions, technologies, and unequal social relations. You should assess the accuracy, assumptions, limitations, and broader implications of the coverage and present your own clear and informed position.

You must engage substantively with **at least three assigned course readings**. These readings should help you interpret, question, or challenge the media coverage and develop your own argument. Simply mentioning an author or adding quotations will not be sufficient. You must explain how the concepts and arguments from the readings illuminate the issue. You may also draw on relevant lectures and class discussions. No additional research is required. The only source from outside the assigned course materials should be the media piece you have selected.

The commentary must be between **750 and 1,000 words**, excluding the reference list (Times New Roman, 12-font, double-spaced). It will be assessed according to the appropriateness of the selected media piece, clarity and concision of the summary, depth of socio-legal analysis, substantive use of at least three assigned readings, assessment of the coverage's framing and implications, strength of your own argument, organization, and overall quality of writing. Further instructions and assessment criteria will be discussed in class.

4. Final Exam

The **Final Exam** will take place during the formally scheduled examination period and will cover all materials studied throughout the course. It will consist of two sections. The first will assess your comprehension and analytic use of key course concepts, while the second will ask you to conduct a critical analysis of a real-life scenario involving a freedom of expression dispute. You will have a choice of questions in both sections. Your answers must demonstrate your comprehension of, and ability to work analytically with, the arguments, concepts, and knowledge developed through the assigned materials, lectures, and class discussions. You will complete the examination manually, and electronic devices will not be permitted. You may bring **one (1) double-sided A4 sheet of notes**, which may be handwritten or printed, for use throughout the examination.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Extensions and Academic Consideration

No extensions are available for the **Paired Reading and Discussion Reflections**. These reflections are designed to document your engagement with the assigned materials before class and your response to a particular class discussion afterward. The pre-class component cannot be submitted or reconstructed after the class has taken place. You have a choice of three weeks for each reflection and should plan your submissions accordingly. If you are unable to complete a

reflection during an earlier eligible week, you should select another week from the same group. If you leave the reflection until the final eligible week and are then unable to complete it, you are accountable for that choice.

Extensions for the **Public Media Coverage Commentary** are granted at the discretion of the instructor, who will confirm whether an extension has been approved and its duration. Requests should be submitted before the deadline. Requests made after the deadline will be considered only where the circumstances made it impossible to contact me in advance. An extension is not approved until you have received written confirmation from me.

The granting of academic consideration does not automatically guarantee a particular accommodation or extension. For information about short-term or long-term academic consideration, coursework extensions, and final-examination deferrals, consult Carleton University's [Academic Consideration Policy](#). Where possible, requests should be made before the relevant deadline or examination.

Tests and Examinations

The **Final Exam** is completed during scheduled examination periods and are therefore not subject to extensions. If illness, injury, or other extraordinary circumstances prevent you from writing the Mid-Term Exam, contact me as soon as possible to request academic consideration. Requests to defer the Final Exam must be submitted directly to the Registrar's Office through the official examination-deferral process.

If you require disability-related accommodation for an in-class test or examination, contact the Paul Menton Centre and arrange for your Letter of Accommodation to be sent to me. You must contact the PMC no later than two weeks before the first scheduled test or examination for which accommodation is required. Approved accommodations may include additional time, assistive technology, or an alternative examination location.

The Registrar's Office, not the course instructor, manages requests for Final Exam deferrals. Deferred examinations are available only to students who are in good standing in the course. For the purposes of this course, good standing normally requires that you have completed at least two Paired Reading and Discussion Reflections, the Mid-Term (Foundations) Exam, and the Public Media Coverage Commentary.

Requests for Reconsideration of an Evaluation

If you are disappointed with an evaluation, first take time to review the written feedback and any applicable rubric carefully. You should also reflect on your preparation, engagement with the assignment instructions, use of course materials, and attendance at any review or preparation session offered for that evaluation.

If, after this reflection, you believe that the evaluation does not accurately reflect the quality of your work, you may request reconsideration. You must wait **at least 24 hours** after the evaluation is released before submitting a request. Requests received before the end of this 24-hour period will not be considered.

Your initial request must be submitted in writing to your TA. It must identify the specific aspect of the evaluation you are asking to have reconsidered and explain how the feedback or rubric was applied inaccurately to the content of your work. A general statement that you worked hard, expected a higher grade, or need a particular grade is not sufficient grounds for reconsideration. All communication must remain respectful and professional. Inappropriate communication will be referred to the instructor.

A reconsideration involves a new assessment of the relevant work. The resulting grade may increase, remain unchanged, or decrease. If you continue to believe that the evaluation is inaccurate after receiving the TA's response, you may request a further review by the instructor. I will review your work, your written request, the original evaluation, the TA's response, and the complete communication record before reaching a decision. The grade may again increase, remain unchanged, or decrease.

FINAL GRADE APPROVAL

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. Grades submitted by the instructor may therefore be subject to revision. No grade is final until it has been approved by the Dean.

SCHEDULE**September 11****Week 1: Meet & Warm Up****Overview of Course Outline**

Read the Course Outline closely and bring your questions to the class. The outline is available on the Brightspace Course Homepage.

September 18**Week 2: Freedom of Expression: Foundations**

Hamilton, Sheryl N. and Sandra Robinson (2019), “Freedom of Expression and Its Limits in Media Society” in *Law’s Expression: Communication, Law and Media in Canada*, (2nd ed.), Toronto: LexisNexis, 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 Constituents on Social Media?” in *The Conversation*, November 16, <https://theconversation.com/should-canadian-politicians-be-allowed-to-block-their-constituents-on-social-media-269165>

September 25**Week 3: Indigenous Expression, Colonial Law**

Darcy Leigh (2022), “The Settler Coloniality of Free Speech,” *International Political Sociology* 16(3). Selected sections, pp. 2–11 (stop before “The University: A Contemporary Free Speech Case Study.”)

Discussion Piece: Azeezah Kanji (2022), Freeing Canada From Colonial Freedom, *Al Jazeera*, March 10, <https://www.aljazeera.com/opinions/2022/3/10/freeing-canada-from-colonial-freedom>

October 2**Week 4: Misinformation, post-truth and freedom of the press: Who decides what is true?**

Pablo Capilla (2021), “Post-Truth as a Mutation of Epistemology in Journalism,” *Media and Communication* 9(1): 313–322.

Erin Crandall and Andrea Lawlor, “Freedom of Expression in an Age of Disinformation: Charter Considerations for Regulating Political Speech in Canadian Elections,” in Emmett Macfarlane, ed., *Dilemmas of Free Expression* (University of Toronto Press, 2021), pp. 76–87.

Discussion Piece: CBC *Front Burner* (2025), “[An Election in a Polluted Media Environment](#),” interview with Taylor Owen, March 24, 29 minutes.

October 9

Week 5: Platformization of Expression: Who Governs Speech on Social Media?

Williams, Max (2025), “Social Media Democracy: How Algorithms Shape Public Discourse and Marginalise Voices,” *Journal of Media and Rights* 3(1): 1–11

Bakan, Joel and David Schneiderman (2025), “Freedom of Expression in Canada,” section “Social Media,” pp. 508–511.

Laidlaw, Emily (2026), “Online Harms Legislation and Lawful but Awful Expression,” *Constitutional Forum* 34(4).

Discussion Piece: Tusikov, Natasha and Blayne Haggart (2026), “[Canada Can’t Regulate Big Tech by Trusting Big Tech](#),” *Policy Options*, July 30.

October 16

Week 6: Foundations Exam (Mid-Term Exam)

October 23

Week 7: Hate Speech and the Politics of Harm: When Does Expression Become a Legally Recognizable Harm?

Moon, Richard (2024), “The Regulation of Hate Speech,” in *The Life and Death of Freedom of Expression*, Toronto: University of Toronto Press, pp. 122–125 and 128–141.

Canada (2026), *Combating Hate Act*, formerly Bill C-9. [Justice Canada Backgrounder](#) and selected provisions concerning hate-motivated offences, hate symbols, intimidation and obstruction.

Discussion Piece: Canadian Centre for Policy Alternatives (2026), “[The Combatting Hate Act Is Part of a Wave of Anti-Protest Legislation in Canada](#).”

Suggested Reading: Byram, Joe (2026), “Protecting Us and They/Them: The Online Harms Act as a Missed Opportunity for Queer Expressive Freedom under the Charter,” *Constitutional Forum / Forum constitutionnel*, 34(4): 21–42.

October 30

NO CLASS (FALL BREAK)

November 6

Week 8: Who May Name a Genocide? Denialism, Contested Truth and Freedom of Expression

Sean Carleton (2021), “‘I Don’t Need Any More Education’: Senator Lynn Beyak, Residential School Denialism, and Attacks on Truth and Reconciliation in Canada,” *Settler Colonial Studies* 11(4): 466–486. Selected sections: pp. 466–473 and 479–480.

Independent Jewish Voices Canada (2025), “[Silenced in Our Name: Canadian Jewish Organizational Support for Suppressing Speech on Palestine](#).” Executive summary.

Discussion Piece: Natasha Tusikov and Blayne Haggart (2024), “[Canadian Universities and Faculty Must Continue to Push Back Against the Speech-Stifling IHRA Antisemitism Working Definition](#),” Centre for Free Expression, December 9.

Suggested reading: Di Stefano, Stefania (2025), “Silencing Palestinian Voices: On Freedom of Expression and Gaza,” *Netherlands Quarterly of Human Rights*, 43(1): 3–11.

November 13

Week 9: Whose Morality? Obscenity, Sexualized Expression and Image-Based Abuse

Moon, Richard (2024), “The Regulation of Blasphemy, Obscenity, and Pornography,” in *The Life and Death of Freedom of Expression*, Toronto: University of Toronto Press. Selected sections on obscenity and pornography, pp. 191–206.

Suzie Dunn (2024), “Legal Definitions of Intimate Images in the Age of Sexual Deepfakes and Generative AI,” *McGill Law Journal* 69(4): 395–416. Selected sections: pp. 397–405 and 412–416.

Hurry, Aliosha (2022), “Defamation as a Sword: The Weaponization of Civil Liability Against Sexual Assault Survivors in the Post-#MeToo Era,” *Canadian Journal of Women and the Law* 34(1): 82–108. Selected sections: pp. 82–94 and 103–108.

Discussion Piece: “[Alberta’s Book Ban](#)” (video).

November 20

Week 10: Dissent Across Borders: Protest and Transnational Repression

Aljizawi, Noura et al. (2022), “[Psychological and Emotional War: Digital Transnational Repression in Canada](#),” Citizen Lab Research Report No. 151. Selected sections: pp. 1–2, 10–16 and 18–19.

Public Inquiry into Foreign Interference in Federal Electoral Processes and Democratic Institutions (2024), “[Public Consultation with the Uyghur Rights Advocacy Project: Meeting 1 Summary](#).” Selected sections: Executive Summary and Participant 2, pp. 2–4.

Discussion Piece: Aljizawi, Noura and Siena Anstis (2022), “[The Effects of Digital Transnational Repression and the Responsibility of Host States](#),” *Lawfare*, May 27.

November 27

Week 11: Universities and Workplaces: Academic Freedom, Institutional Impartiality, and Administrative Discipline

Butler, Judith (2025), “[Academic Freedom in a Time of Destruction: Reconsidering Extramural Speech](#),” *Public Seminar*, September 4.

Hagigi, Nir, Jody Mason, Maya Papineau and Alexis Shotwell (2026), “[‘Institutional Neutrality’ at Canadian Universities Is a Sham](#),” Canadian Centre for Policy Alternatives, June 25.

Discussion Pieces: Institutional Neutrality – For and Against

Mercer, Mark (2026), “[Institutional Neutrality: The Case in Favour](#),” *University Affairs*, July 27.

Simpson, Jennifer S. (2026), “[Institutional Neutrality: The Case Against](#),” *University Affairs*, July 28.

December 4

Week 12: Term Wrap-Up and Exam Review

Fall 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/	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) for Fall courses.
September 30, 2026	Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.
October 12, 2026	Statutory holiday. University closed.
October 26-30, 2026	Fall break. No classes.
November 15, 2026	Last day for academic withdrawal from full and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.
December 11, 2026	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 9-10, 2026	No classes or examinations take place.
December 12-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

ADDITIONAL COURSE POLICIES

A note on submitting substantially the same piece of work more than once for academic credit and on the use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, DeepL, DeepSeek, Character.ai, Copilot, Anara etc.):

Work completed or submitted for academic credit in another course may not be submitted for evaluation in this course, in whole or in substantial part. Reusing the same work without prior written permission will be treated as a potential violation of academic integrity.

You are encouraged to study, discuss course materials, and prepare for classes with others. Unless an assignment is explicitly identified as collaborative, however, all submitted work must be completed independently and express your own analysis, argument, and writing.

Unless otherwise stated for a particular activity, you may use generative artificial intelligence tools, such as ChatGPT, DeepL, DeepSeek, Character.AI, Copilot, or Anara, in limited ways to support your comprehension and learning. For example, after completing a reading yourself, you may use an AI tool to test your identification of its thesis, central arguments, evidence, or conclusions. Comparing the tool's response with your own analysis may help you identify errors, gaps, or alternative interpretations.

You may not use generative AI to replace the intellectual work required by an assignment. This includes generating or organizing your central argument, producing analysis or personal reflections, writing substantive portions of a submission, inventing references to course materials or class discussions, or using AI-generated summaries as a substitute for completing the assigned readings. Any permitted use of generative AI during the research or writing process must be clearly acknowledged and appropriately cited. Your acknowledgment must identify the tool, include the prompts used, and explain how the tool contributed to your work, including any role in comprehension, drafting, editing, translation, or formatting. A table providing examples of permitted and prohibited uses will be posted on Brightspace during the first week of classes.

Intellectual Property, Recording, and Circulation of Course Materials

Course materials, including Brightspace content, the course outline, handouts, assignment instructions, slides, and lectures, are the intellectual property of the instructor or their identified authors. You are not allowed to record lectures or reproduce, post, share, or circulate course materials within or outside the course without prior express permission. These expectations are subject to approved academic accommodations and applicable Canadian copyright law. Your intellectual property rights in the work you produce for this course will likewise be respected.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, 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.

Resources on acknowledging and citing generative AI are available through the [MacOdrum Library website](#).

My Additional Support and Accommodation Policy

Formal accommodation procedures are outlined elsewhere in this course outline. I also recognize that circumstances such as employment, caregiving responsibilities, chronic health conditions, or unavoidable scheduling conflicts may affect your participation in ways that are not fully addressed through those procedures. If this applies to you, please contact me as early as possible in the term. We can discuss practical arrangements that support your learning while preserving the course requirements and maintaining fairness across the class. You do not need to share detailed personal information, but you should provide enough context for us to identify an appropriate arrangement.

UNIVERSITY AND DEPARTMENTAL POLICIES

STATEMENT ON PLAGIARISM

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus)

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

Carleton Resources

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

Off Campus Resources

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

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other*

Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy and Family-Status Related Accommodations

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is

known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit:
<https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).