

Course Outline

COURSE:	LAWS 4607A Immigration and Refugee Law
TERM:	FALL 2026
PREREQUISITES:	LAWS 2908 or PAPM 3000, LAWS 2502 and Fourth-Year Honours Standing
CLASS:	Day & Time: Thursdays @ 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 2:30 pm – 3:30 pm <i>OR</i> By Appointment Telephone: (613) 520-2600 ext: 2591 Email: gulay.kilicaslan@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450799

CALENDAR COURSE DESCRIPTION

Immigrants and refugees; Canadian, international and human rights law and policy. Canadian Immigration and Refugee Act in Canada. Legal and social problems including entry and removal, family reunion, citizenship, remedies, the rights of clandestine migrants; settlement rights; non-discrimination; asylum; a nation's right to determine membership.

COURSE DESCRIPTION

Cross-border migration raises fundamental legal and political questions about borders, membership, mobility, protection and belonging. This seminar examines Canadian immigration and refugee law from a critical socio-legal perspective, situating legal rules and institutions within their historical, political and social contexts. While Canada constitutes the course's primary focus, selected comparative and transnational materials are used to examine how migration regimes determine who may enter, remain, receive protection, access rights and become a recognized member of a political community.

The course begins by examining the historical and legal construction of borders, nation-states and migration regimes, including their relationship to settler colonialism and global displacement. It then considers refugee protection, administrative discretion, citizenship and non-citizenship, precarious legal status, statelessness, and state regulation of family membership. Throughout the course, we examine how immigration law and policy produce racialized, gendered and classed hierarchies of

inclusion and exclusion. We will give particular attention to contemporary forms of migration governance, including automated decision-making and artificial intelligence, border surveillance, crimmigration, policing and immigration detention. The course concludes by considering migrant-led organizing, anti-deportation struggles, regularization campaigns and abolitionist approaches to borders and immigration enforcement in Canada and the United States. The readings combine legal and theoretical scholarship with empirical research, lived experiences and movement-based knowledge.

COURSE SPECIFIC LEARNING OBJECTIVES

Through critical engagement with historical and contemporary debates over migration, borders and belonging, this course will support you in developing the knowledge and analytical skills needed to:

1. Explain the historical and legal construction of borders, migration regimes and refugee protection, including their relationship to settler colonialism and global displacement.
2. Critically analyze Canadian, international and comparative legal frameworks governing admission, refugee protection, citizenship, statelessness, family reunification, detention and removal.
3. Examine how legal categories, administrative discretion and migration policies produce racialized, gendered and classed hierarchies of status, rights, deservingness and belonging.
4. Evaluate contemporary practices of migration governance, including securitization, crimmigration, policing, detention, surveillance, automated decision-making and artificial intelligence.
5. Connect immigration and refugee law and policy to the lived experiences of migrants, refugees, stateless people, and people with precarious or no legal status.
6. Analyze migrant-led advocacy and resistance, including sanctuary organizing, regularization campaigns, anti-deportation mobilization and abolitionist approaches to immigration enforcement.

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, films, documentaries, and guest speakers 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 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 immigration and refugee law?

EVALUATION

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

Course Component	Weight	Due Date	
Reading Reflection& Participation	20%	N/A	
Group Presentation of Readings	15%	Choose a week: September 17	Presentation: Chosen Week
Mid-Term Exam	25%	October 15	
Public Media Coverage Commentary Outline	5%	November 13	
Public Media Coverage Commentary Paper	35%	December 11	

◇ **Participation (20%)**

We will hold weekly class discussions on Thursdays from 11:35am to 14:25pm. You will find updates about your course schedule on Brightspace regularly.

Attendance is extremely important for full engagement in this course. Your presence and active engagement are expected to have a collective discussion. I strongly encourage you to discuss with

me any circumstances that may affect your attendance & participation in class. It is expected that you will join the class having completed the assigned readings. Class time will be discussion-oriented and you should be prepared to discuss readings in both small and large group formats. Participation points will be allocated based on active engagement with course content, readings and peers' course related discussion; therefore, you will not get full marks for only showing up in the class.

Participation points will be evaluated based on two components:

1: Class attendance and discussion engagement (10%): You will get full marks if you do the weekly readings and engage in class discussions actively.

2: Reading Reflections on Brightspace (5x2 points: 10%): Each week, a group of students will lead our seminar by presenting on the assigned readings and submitting 3-4 discussion questions (see Group Presentation assignment). After I provide feedback, these questions will be posted on Brightspace the latest by **Friday night**.

All other students are expected to choose two of the posted questions and write short responses (200-250 words each) that demonstrate direct engagement with the weekly readings. These responses must be submitted to Brightspace by **Wednesday at 9:00 pm**, before class begins. During class, students are encouraged to draw from their written responses to participate in discussion.

Your reflections will be assessed for clarity, thoughtfulness and evidence of direct engagement with the readings. You must submit a complete set of responses for at least **five (5) weeks** during the term to receive full marks. Each complete weekly submission is worth 2%. Responses submitted during the week of your own group presentation will **not** count toward the five required submissions.

(!) Important Note on the Use of Generative AI Tools for Forum Posts: I strongly caution you against simply using GenAI (e.g., ChatGPT, DeepSeek, Copilot, Anara etc.) to answer these questions. Such tools tend to produce generic and similar-sounding responses, which may result in multiple students submitting almost identical work. In such cases, I am required to treat the overlap as possible **plagiarism** (see the Plagiarism section of this course outline and the University's Academic Integrity Policy). The purpose of this assignment is for you to read the texts carefully and respond with your own ideas, interpretations and critical engagement.

◇ **Group Presentation of Readings (15%)**

Each week, a group of students, with the number of presenters matching the number of assigned readings for that week, will work collaboratively to lead part of our seminar. By **September 17**, you must sign up for your presentation week and topic through the Groups section on Brightspace. As a group, you will select and divide the week's readings among yourselves, ensuring everyone reads all materials but takes primary responsibility for leading discussion on one portion. You should meet outside of class to decide on a shared framing for your presentation that links all readings to the week's central theme and to develop at least 3-4 discussion questions that connect the readings to each other and to current socio-legal or policy debates. These discussion questions must be submitted to me by **3:00 pm on the Friday before your presentation week** (one submission per group, cc'ing all members) so I can review them, provide feedback, and post the final set on

Brightspace for your classmates to use in their weekly forum posts by Friday evening. The delay in sending your group discussion questions will result in a late penalty of 2 points of your presentation points.

In class, your group will have **20-25 minutes** in total: begin with a collaborative 2-3 minute introduction to present your shared framing and explain its importance; follow with 5-7 minute segments for each member to highlight key arguments, concepts, or debates from their assigned reading while linking back to the group's framing; then facilitate about 5 minutes of interactive engagement using at least one discussion question (e.g., small-group discussion, short debate on a recent development/policy change, or real-world case analysis). After the interactive activity, you will continue to lead the discussion using your prepared discussion questions, building on the ideas and exchanges generated by your classmates. The emphasis should be on synthesis and connection rather than isolated mini-lectures, and the presentation should flow as one coherent discussion rather than separate parts. Do not give full summaries of the readings; instead, focus on 2-3 key ideas per reading, their socio-legal significance, and how they relate to each other and the main theme. You are encouraged to be creative, using slides, handouts, visuals, or short audio/video clips to enrich the discussion. All group members will normally receive the same grade for the group presentation unless there is clear evidence of unequal participation, in which case I may adjust individual grades.

◇ **Mid-Term Exam (25%)**

The mid-term examination will be held in class on **October 15** and will cover the course introduction and the first four substantive weeks. It will consist of two sections.

The first section will ask you to define key analytical concepts from the course and apply them to specific issues or examples. The second section will include two longer-answer questions. One will require you to engage critically with the arguments, themes and assigned readings covered to date. The other will present a real-world scenario that you will analyze by drawing explicitly on relevant frameworks, concepts and arguments from the readings.

Both sections will assess your comprehension of the course materials and your ability to analyze, synthesize and apply the course's foundational ideas. You will complete the examination by hand, and electronic devices will not be permitted. You may bring **one double-sided A4 sheet of notes**, either handwritten or printed, for use throughout the examination.

◇ **Public Media Coverage Commentary Outline (5%)**

This brief outline is intended to ensure that you have selected appropriate media coverage and have a workable plan for your Commentary paper.

- In approximately 250-300 words, you should:
- provide the title, publication date and link for your selected Canadian news article or public media coverage;
- briefly identify the immigration or refugee issue it addresses and explain why it is suitable for socio-legal analysis;

- state the preliminary argument or critical question that will guide your commentary; and
- identify at least four course readings you plan to use, with one or two sentences explaining how they will contribute to your analysis.

Your outline will be assessed based on the suitability of your media selection, the clarity and analytical potential of your proposed focus, and the relevance of your selected course readings. You will receive brief feedback to help you develop the final commentary. If you later **wish to change your selected media coverage, you should consult me first.**

◇ **Public Media Coverage Commentary Assignment (35%)**

For your final assignment, you will write a **1,750–2,000-word critical commentary** on a recent Canadian news article or other piece of public media coverage concerning an immigration or refugee issue. Building on your Commentary Outline, you will analyze how the selected coverage represents the issue and assess its legal, political and social implications from a critical socio-legal perspective. This is not primarily a summary of the media coverage. You are expected to develop a clear, original and well-supported argument that demonstrates your ability to synthesize and apply the course materials. Your commentary should:

1. briefly introduce the selected media coverage, its central claims and the broader issue it addresses;
2. identify and critically examine the assumptions, categories, narratives or silences through which the issue is represented;
3. situate the coverage in relation to the relevant legal and policy frameworks;
4. assess its accuracy, framing and implications, including whose perspectives, interests and experiences are emphasized or excluded;
5. draw meaningful connections across relevant concepts, arguments and readings from different parts of the course as well as the class discussions; and
6. advance your own informed position based on sustained socio-legal analysis.

You are expected to engage substantively with **at least five (5) course readings drawn from at least three different weeks**. The purpose of the assignment is to demonstrate your command and synthesis of the course materials; it is not a separate research paper. Therefore, you are not required to consult additional academic sources. The selected media coverage should be the only source from outside the course materials.

The Commentary paper is due on **December 11** and will be evaluated on the strength and originality of its central argument; depth of socio-legal analysis; accurate and substantive engagement with course readings and legal frameworks; critical assessment of the media framing; organization; and clarity and quality of writing. A detailed assignment guide and a rubric will be available on Brightspace.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In this seminar course, deadlines are set for different reasons including to stay on a track. If you experience any difficulties (medical or otherwise) to attend the classes or meet the deadlines, please contact me beforehand to discuss alternative options that can accommodate your requests. It is very important to come up with solutions that will be fair to every participant of this class. Asking for accommodations, you don't need to provide me with a detailed reason but only a hint that can help me to come up with an efficient plan for both parties. Depending on the reasons, we can modify the deadlines or provide you with reasonable extensions.

There is no final examination in this course. If illness, injury or other extraordinary circumstances prevent you from writing the **Mid-Term Examination**, contact me as soon as possible to request academic consideration. Any alternative arrangement will be determined in accordance with the University's academic consideration policies. Missing the examination does not automatically entitle you to a deferred or make-up examination.

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

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link:

<https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

SCHEDULE**September 10****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 17**Week 2: Introduction–Immigration and Refugee Law in a Changing Political Context**

Desloges, Chantal, and Cathryn Sawicki. 2024. *Canadian Immigration and Refugee Law: A Practitioner's Handbook*. 4th ed. Toronto: Emond Publishing. Chapter 1, "Introduction," pp. 1–20.

Walia, Harsha. 2021. "Dispossession, Deprivation, Displacement: Reframing the Global Migration Crisis," in *Border & Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*. Chicago: Haymarket Books. (Ch.3)

Check out [UNHCR's new interactive law and policy dashboards](#)! More information will be provided on Brightspace.

September 24**Week 3: Nation-State, Settler Colonialism and the Legal Construction of Borders**

Bhatia, Amar. 2018. "Re-Peopling in a Settler-Colonial Context: The Intersection of Indigenous Laws of Adoption with Canadian Immigration Law." *AlterNative: An International Journal of Indigenous Peoples* 14(4):343–53.

Bauder, Harald, and Rebecca Breen. 2023. "Indigenous Perspectives of Immigration Policy in a Settler Country." *Journal of International Migration and Integration* 24: 1075–1097.

Perzyna, Magdalena. 2023. "Wet'suwet'en Protesters, Irregular Asylum Seekers and On-Reserve Labour: An Immigrant–Aboriginal Parallax Gap." *Settler Colonial Studies* 13(2): 177–196.

Recommended:

Labman, Shauna and Jamie Chai Yun Liew. 2019. "Law and Moral Licensing in Canada: The Making of Illegality and Illegitimacy Along the Border." *International Journal of Migration and Border Studies* 5(3): 188-211.

Anderson, Bridget, Nandita Sharma, and Cynthia Wright. 2009. "Why No Borders?" *Refuge* 26(2): 5–18. Open access: <https://refuge.journals.yorku.ca/index.php/refuge/article/view/32074/29320> .

October 1

Week 4: Who Gets In, Who Gets Protection? Access, Discretion and Unequal Decision-Making

Atak, Idil. 2024. "Refugee Protection in Canada: A Comparison of Resettlement and Inland Asylum Systems." In Christina R. Clark-Kazak, ed., *Forced Migration in/ to Canada: From Colonization to Refugee Resettlement*. Montreal and Kingston: McGill-Queen's University Press, pp. 235–249.

Rehaag, Sean. 2024. "Claim Types in Canada's Refugee Determination System: An Empirical Snapshot (2013–2021)." *Refuge: Canada's Journal on Refugees* 40(1): 1–29.

Bélanger, Danièle, and Gabriel Bergevin-Estable. 2026. "Revisiting 'Who Gets In': Borders and Migration Management in the Era of Automation and AI in Canada." *AI & Society* 41: 1089–1102.

Recommended:

Masoumi, Azar (2023) Part 1 (Chapter 1 and 2): "The Early Years, 1946-92" in *Refugees Are (Not) Welcome Here*. Vancouver: UBC Press, 31-58. (eBook online)

Satzewich, Vic. 2015. "Delegated Discretion," in *Points of Entry: How Canada's Immigration Officers Decide Who Gets In*. Vancouver: UBC Press, 37-58. (eBook online)

October 8

Week 5: Citizenship, Non-Citizenship and Precarious Legal Status

Akbar, Marshia. 2022. "Temporariness and the Production of Policy Categories in Canada." *Journal of Ethnic and Migration Studies* 48 (16): 3929–3946.

Tungohan, Ethel. 2018. "Living with Compromised Legal Status: Irregular Temporary Foreign Workers in Alberta and the Importance of Imagining, Strategizing, and Inter-Provincial Legal Consciousness." *International Migration* 56(6): 207–20. doi: [10.1111/imig.12506](https://doi.org/10.1111/imig.12506).

Patricia Landolt. 2022. "Assembling the Local Politics of Noncitizenship: Contesting Access to Healthcare in Toronto-Sanctuary City." *Social Problems*, 69 (1): 74–90.
<https://doi.org/10.1093/socpro/spaa046>

Recommended:

Goldring, Luin and Patricia Landolt. 2013. *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada*. Toronto: University of Toronto Press. Chapter 1 (Pp. 3-27)

María Josefina Saldaña-Portillo. 2019. The Violence of Citizenship in the Making of Refugees: The United States and Central America. *Social Text* 37 (4 (141)): 1–21.

October 15

Week 6: Mid-Term Exam (In-Class)

October 22

Week 7: Statelessness, Displacement and Law

Blum, Joshua. 2020. "When Law Forgets: Coherence and Memory in the Determination of Stateless Palestinian Refugee Claims in Canada." *International Journal of Refugee Law* 32 (2): 254–282.

Eliassi, Barzoo. 2016. "Statelessness in a World of Nation-States: The Cases of Kurdish Diasporas in Sweden and the UK." *Journal of Ethnic and Migration Studies* 42 (9): 1403–1419.

Dirik, Dilar. 2022. "Mexmûr: From Displacement to Self-determination" in *The Kurdish Women's Movement: History, Theory, Practice*. London: Pluto Press, pp. 156-169.

Recommended:

Cowper-Smith, Yuriko and Jocelyn Kane. 2024. "The Shifting Landscape of Statelessness in Canada" in *Forced Migration in/to Canada*, edited by Christina R. Clark-Kazak. Montreal & Kingston: McGill-Queen's University Press, pp. 275-91.

Liew, Jamie Chai Yun. 2024. *Ghost Citizens: Decolonial Apparitions of Stateless, Foreign and Wayward Figures in Law*. Fernwood Publishing. (Ch.3: pp. 44-63)

October 29

NO CLASS (FALL BREAK)

November 5**Week 8: Family, Membership and Belonging**

Harder, Lois. (2020) “‘Maternity Tourism’, Civic Integration and Jus Solis Citizenship in Canada.” *Revue Européenne des Migrations Internationales*. 36(4): 35-54.

Gaucher, Megan. (2018) *A Family Matter: Citizenship, Conjugal Relationships, and Canadian Immigration Policy*. Vancouver: UBC Press. (Ch.3, p. 75-98)

Redmond, Melissa, and Beth Martin. 2023. “All in the (Definition of) Family: Transnational Parent–Child Relationships, Rights to Family Life, and Canadian Immigration Law.” *Journal of Family Issues* 44 (3): 766–784.

November 12**Week 9: Racialized, Gendered and Classed Hierarchies of Migrant Inclusion**

Mayell, Stephanie. 2024. “‘It’s like We’re Still in Slavery’: Stress as Distress and Discourse among Jamaican Farm Workers in Ontario, Canada.” *Social Sciences* 13(1): Article 16.
<https://doi.org/10.3390/socsci13010016>

Lee, Eunjung, and Marjorie Johnstone. 2021. “Lest We Forget: Politics of Multiculturalism in Canada Revisited During COVID-19.” *Critical Sociology* 47 (4–5): 671–685.

Lee, Edward Ou Jin. 2018. “Tracing the Coloniality of Queer and Trans Migrations: Resituating Heterocisnormative Violence in the Global South and Encounters with Migrant Visa Ineligibility to Canada.” *Refuge* 34 (1): 60–74.

Recommended:

Abji, Salina. 2020. “Punishing Survivors and Criminalizing Survivorship: A Feminist Intersectional Approach to Migrant Justice in the Crimmigration System.” *Studies in Social Justice* 14: 67–89.

Vargas, Maria E. 2020. “Ghostly Others: Limiting Constructions of Deserving Subjects in Asylum Claims and Sanctuary Protection.” *Journal of International Women’s Studies* 21 (7): 77–88.

Cintra, Natalia, and Patrícia Nabuco Martuscelli. 2025. “Wall of Visas: How Race Impacts the Externalization of (Forced) Migration Control in South–South Migration Corridors.” *Ethnic and Racial Studies*, 1–18.

November 19**Week 10: Securitization of Borders and Criminalization of Migration**

Dauvergne, Catherine. 2025. "The Banality of Crimmigration—Can Immigration Law Recover Itself?" *Laws* 14(3):35. <https://doi.org/10.3390/laws14030035>

Atak, Idil, Graham Hudson, and Delphine Nakache. 2019. "Policing Canada's Refugee System: A Critical Analysis of the Canada Border Services Agency." *International Journal of Refugee Law* 31, no. 4 (2019): 464–491.

Molnar, Petra. 2021. Technological testing grounds and surveillance sandboxes: Migration and border technology at the frontiers. *Fletcher Forum of World Affairs*, 45:2, 109-118.

Molnar, Petra. 2025. Border Technologies Under Trump 2.0. *JustSecurity*. January 2, 2025 <https://www.justsecurity.org/105662/border-technologies-under-second-trump-administration/>

Recommended:

Nath, Nisha. 2021. "Curated Hostilities and the Story of Abdoul Abdi: Relational Securitization in the Settler Colonial Racial State." *Citizenship Studies* 25(2): 292-315.

November 26

Week 11: Detention and Immigration

Mountz, Alison. 2020. "Offshore Detention and the Enforcement Archipelago." In *The Death of Asylum: Hidden Geographies of the Enforcement Archipelago*, 127–152. Minneapolis: University of Minnesota Press. (Chapter 5 only)

Kronick, Rachel, Janet Cleveland, Mary Bosworth, and Cécile Rousseau. 2024. "The Mother Seems to Traumatize Her Child?: Examining Empathy, Denial, and Responsibility in Day-to-Day Encounters of Families and Staff in Immigration Detention in Canada." *Social Science & Medicine* 361: Article 117353.

Moffette, David. 2021. "Immigration Status and Policing in Canada: Current Problems, Activist Strategies and Abolitionist Visions." *Citizenship Studies* 25(2): 273-291.

December 3

Week 12:

Resistance, Anti-Border Mobilization and Migrant Rights Advocacy

Bharmal, Ibrahim. 2025, April 23. "The immigrant rights resistance lives". *Harvard Law Review Blog*. <https://harvardlawreview.org/blog/2025/04/the-immigrant-rights-resistance-lives/>

Gevara, Natalia. 2025, July 11. "How organizers in California's Central Valley are fighting ICE raids and deportations." *Teen Vogue*. <https://www.teenvogue.com/story/organizers-in-californias-central-valley-fighting-ice-raids-deportations>

Syed Hussan. 2021. "What is a Migrant? Is She a Revolutionary?" Briarpatch Magazine. <https://briarpatchmagazine.com/articles/view/what-is-a-migrant-and-is-she-a-revolutionary>

Mishra, Mohan, and Faria Kamal. 2018. "Regularization from the Ground Up: The Don't Ask Don't Tell Campaign." <https://noiireference.wordpress.com/resources/regularization-from-the-ground-up/>

Recommended:

Scott, Mac, and Sherry Thorpe. 2014. "Stay Relevant, Stay Radical: A Roundtable on the Solidarity City Movement in Canada," Upping the Anti. Issue 16. <https://uppingtheanti.org/journal/article/stay-relevant-stay-real-stay-radical>

Gardner, Karl. 2023. "Rethinking Sanctuary Cities in Canada: Reflecting on a Decade of Municipal Access without Fear Policies." *Citizenship Studies* 27 (1): 1–18.

[The Public Media Coverage Commentary Paper is due on December 11]

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.

DEPARTMENT POLICIES AND REGULATIONS**a. A note on submitting substantially the same piece of work more than once for academic credit:**

- You may build on your past work from another course or assignment, but you cannot simply copy and paste it as a new submission. Before doing so, please discuss it with me to clarify how your previous work will be utilized, how it will enhance your current project and how you will cite it.

b. A note on group or collaborative work:

- Group work in this course is limited to presentations, including article allocation and preparing discussion questions. All group members will normally receive the same grade for the group presentation unless there is clear evidence of unequal participation, in which case I may adjust individual grades. If the group's discussion questions are submitted late without prior consultation, each member will lose 2 points of their presentation mark.

c. A note on the use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, DeepL, DeepSeek, Character.ai, Copilot, Gemini or Anara etc.):

Unless otherwise stated for a particular assignment or activity, you may use generative AI tools; such as ChatGPT, DeepL, DeepSeek, Character.AI, Copilot, Gemini 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. Prohibited uses include: generating or organizing your central argument, producing analysis or personal reflections, writing substantive portions of a submission, using AI-generated summaries as a substitute for completing the assigned readings; or inventing or misrepresenting references to readings, legal materials or class discussions.

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, provide the prompts used and explain how the tool contributed to your work, including any role it played in comprehension, drafting, editing, translation or formatting. A table with examples of permitted and prohibited uses will be posted on Brightspace during the first week of classes.

As our understanding of AI and its relationship to student work and academic integrity continues to evolve, you must consult me about any proposed use that is not clearly addressed by this policy. This will help ensure that the use supports, rather than replaces, the learning objectives of the course.

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

UNIVERSITY POLICIES AND REGULATIONS

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](#).