



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

POL492H1 S: Topics in Comparative Politics

Comparative Constitutionalism in the Developing World

Winter 2026: Mondays 5:00-7:00 pm

Instructor: Ghizal Haress
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Office Hours: Tuesdays and Thursdays by appointment
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Course Description: This course offers an in-depth exploration of comparative constitutionalism in the context of the developing world, emphasizing the unique challenges and opportunities these countries face. Students will gain a thorough understanding of the principles and practices of constitutional governance while examining the historical, cultural, and political factors shaping constitutional frameworks. Topics include the impact of colonial legacies, democratization efforts, and socio-economic conditions on constitutional design and implementation. Through case studies from Afghanistan and other nations in Asia, Africa, and South America, the course analyzes different approaches to constitutionalism, highlighting the role of institutional structures and power dynamics in shaping constitutional outcomes.

Learning Objectives: After completing this course, students will:

- Gain a comprehensive understanding of constitutional principles in developing countries and examine how historical and colonial legacies, along with political contexts, influence the creation and enforcement of constitutions.
- Analyze various constitutional models and approaches through case studies from countries in Asia, Africa, and South America, investigating the effects of institutional design choices and power dynamics on constitutional outcomes and effectiveness.
- Explore how theoretical constitutional frameworks are applied differently across contexts to assess the implications of constitutional design on constitutionalism and the rule of law.

Course Format: This class requires active participation and full attendance. It is a seminar focused on reading and interactive discussion. The course will use Quercus for all course information and assignments. Students must regularly check Quercus for course details and submit all written assignments through the platform.

Required material: The course will use various resources, such as journal articles, book chapters, reports, conference proceedings, media pieces, and documentaries. The syllabus will outline weekly assigned readings. Students can access book chapters and journal articles through the University of Toronto libraries, and links to other materials will be provided in

the syllabus for easy downloading. Completing all required readings before class is mandatory.

Grading and Assessment:

Students should check Quercus for specific rubrics for each assignment.

Assignment:	Due Date	% of Overall Grades
Active and consistent Participation	Every class	25%
Literature analysis presentation	Different dates	25%
Case study presentation	March 2 and 9, 2026	20%
Research outline/Proposal	February 10, 2026	5%
Research Paper	March 23, 2026	25%

Participation 25%:

As a seminar-based course, regular attendance and active engagement are essential for students' learning and success in this course. Students are expected to be present for all sessions, read the required readings, and actively contribute to class discussions and activities. Evaluation will be based on each student's contributions to the collective learning experience of the class. Starting from week 2, students earn participation points by attending class (1% per class) and participating in discussions (1.5% per class). Feedback and participation grades will be provided at both the midpoint and the end of the course.

The quality of student engagement is as important as the quantity. Students are permitted one absence without providing a justification.

Literature Analysis Presentation %25:

During the semester, students will choose one reading from the additional readings in the course reading list and lead discussions. Students should not select titles from the required list of readings for their literature analysis presentations.

In the first week of the semester, students review the course syllabus and select one reading from the course reading list that they find particularly interesting and thought-provoking. The students can choose readings and dates available on a first-come, first-served basis. When analyzing a reading, students should remain objective and avoid personal biases.

Students review the reading to develop a clear understanding of the author's central thesis and arguments. Students engage in critical thinking by asking questions such as:

- What is the overall assessment of the thesis and the arguments?
- How is the argument substantiated, and is it convincing?
- Are there any potential biases in the research that could affect its credibility?
- Does the study take into account alternative perspectives and counterarguments?
- What is the significance of this research in a broader context?

Students may present their findings to the class as follows:

- Start by briefly summarizing the reading and highlighting its main points,
- Present findings and insights based on the questions above,

- Ask questions to encourage engagement and critical thinking among other students,
- Facilitate discussion by ensuring all students participate, managing time effectively,
- Provide insights, analysis, or alternate perspectives during the discussion.

Students will have 15 minutes to present, with a maximum of 10 minutes for their findings and a minimum of 5 minutes for discussion and answering questions. Students must submit a one-page, single-spaced reflective report summarizing key discussion points, insights gained, challenges faced, and lessons learned from leading the discussion within 24 hours after their presentation.

Student presentations will be assessed based on the quality of the discussion and analysis, their ability to generate discussion among students, effectively facilitate discussion, offer alternative insights, and the quality of the reflective report. In addition to the quality of their content, students will be assessed on their presentation skills, which include audience engagement, eye contact, and delivering their findings interactively and compellingly rather than simply reading them.

Students must sign up for readings and presentation dates no later than January 8, 2026, using the designated online sheet. Presentations will begin in Week 2, with a maximum of three students allowed to present on any given day.

[Literature analysis sign-up sheet](#)

Case Study Presentation 20%:

Students will work in groups of three to conduct a country-based case study. Each group will select one country and examine it in depth, focusing on its historical background, political context, and broader social structure. As part of this case study, groups will analyze in detail one specific constitutional issue or challenge, chosen by the group, and analyze it critically. This issue or challenge may relate to any topic discussed or planned for discussion in the course. The goal of this assignment is to develop a thorough understanding of how these factors have shaped the country's constitutional development over time, as well as the key constitutional and governance challenges it faces today.

Groups must select their country and case study topic at the beginning of the semester and get the Professor's approval. Students are expected to conduct extensive and independent research on the chosen country. The presentation should:

- Provide a brief but substantive overview of the country, including (but not limited to):
 - Historical factors leading to the current situation;
 - Political system and governance structures;
 - Legal and judicial systems; and
 - External involvement, where relevant.
- Identify key challenges facing governance, constitutionalism, and the rule of law.
- Analyze relevant data and sources to identify major trends, challenges, and opportunities.
- Focus in depth on one specific issue or challenge, and analyze it critically. This challenge may relate to any topic discussed or planned for discussion in the course.
- Present recommendations and possible solutions, grounded in the analysis and supported by evidence.

Presentations should be well organized and clearly structured, with defined sections and, where appropriate, the use of visual aids (e.g. slides, charts, or timelines). A bibliography must be included at the end of the presentation.

Students submit their presentations on Quercus before the class on the day of the presentation. To complete this assignment, students must use academic sources, including books, book chapters, journal articles, reports, and other academic sources.

Each student will have 5 minutes for their presentation. The duration of group time slots will be determined by the number of students in the group, with each member getting 5 minutes to present. After the presentations, groups will have 3-5 minutes to respond to questions and reflections from the class. Other students are encouraged to reflect on commonalities and differences between the countries they have studied. The presentation will be evaluated based on content, organization, clarity, depth of analysis, presentation skills, and use of material. In addition to the quality of their content, students will be assessed on their presentation skills, which include audience engagement, eye contact, and delivering their findings interactively and compellingly, rather than simply reading them.

Student groups must sign up for presentation dates on a first-come, first-served basis using the designated online sheet. A maximum of four groups will present on each day.

Groups must select their presentation day [and sign up on the sheet.](#)

Research Essay 30%:

Students are required to write a research essay of no more than 2,500 words on a topic related to the course Comparative Constitutionalism in the Global South. Essay topics must be approved by the instructor in advance.

Students can approach this assignment in either of the two ways:

- **Thematic analysis:** focusing on a constitutional theme and comparing it across different jurisdictions.
- **Country-specific case study:** analyzing the constitutional experience of a specific country and comparing it with developments in one or more other countries.

Students are required to prepare a brief research proposal/outline of no more than two pages. The outline should include the proposed research title, research question(s), main research thesis, a brief explanation of the topic's significance, and a preliminary list of potential literature or sources. The research outline will be assessed on a complete/incomplete basis and is worth 5% of the final grade. The outline must be submitted via Quercus by February 10, 2026.

Students are encouraged to choose a topic that genuinely interests them. Topics may engage directly with course materials or explore related issues beyond those explicitly covered or planned for discussion in the course, provided they remain relevant to comparative constitutionalism in the Global South.

To complete this assignment, students must conduct independent and substantial research and use a minimum of ten (10) credible sources that are not included in the course readings. Acceptable sources include academic books, book chapters, peer-reviewed journal articles, and reputable research or policy reports.

All sources must be properly cited. Chicago citation style (full note/footnote format) is preferred, but other academic citation styles are also acceptable, provided they are used consistently throughout the essay. The essay must include a complete bibliography at the end. Please refer to the University of Toronto Library resources for students, which include scholarly citation guides: <https://guides.library.utoronto.ca/c.php?g=251103&p=5248740>.

The essay must be submitted via Quercus by March 23, 2026.

Course outline and reading list

During the semester, the reading list may be revised or adjusted. Any changes to the syllabus will be communicated to students.

1. Week One: What is comparative constitutional law?

January 5, 2026

Required Readings:

- Hirschl, Ran, "The Rise of Comparative Constitutional Law: Thoughts on Substance and Method," *Indian Journal of Constitutional Law*, 2006, pp 11-25
- Rosenfeld, Michel, and András Sajó, 'Introduction', in Michel Rosenfeld, and András Sajó (eds), *The Oxford Handbook of Comparative Constitutional Law* (2012), pp 1-14

Additional Readings:

- Jackson, Vicki C., and Mark V. Tushnet. "Chapter 2, What Is Comparative Constitutional Law." *Comparative Constitutional Law*. New York: Foundation, 2006. 141-154.
- O'Leary, Brendan. "Chapter 9 Making constitutions in deeply divided places: maxims for constitutional advisors". In *Comparative Constitution Making*, (Cheltenham, UK: Edward Elgar Publishing, 2019)
- Ahmed, Faiz. "Courts and Constitutions in South Asia and the Global South: A View from the Middle East." *Law and History Review* 41, no. 2 (2023): 405–15.

2. Week Two: Constitutions and Constitution-making

January 12, 2026

Required Readings:

- Bulmer, Elliot, "What is a Constitution? Principles and concepts," International Institute for Democracy and Electoral Assistance (International IDEA), 2017, Stockholm. Available at: <https://constitutionnet.org/sites/default/files/2017-10/what-is-a-constitution-primer.pdf> pp. 1-12
- Saunders, C. 2012. 'Constitution-Making in the 21st Century'. *International Review of Law* 2012 (4).

Additional Readings:

- Zulueta-Fülscher, Kimana. *How constitution-making fails and what we can learn from it*. International Institute for Democracy and Electoral Assistance (International IDEA), 2023.
- Rubin, Barnett R. "Crafting a Constitution for Afghanistan." *Journal of Democracy* 15, no. 3 (2004): 5-19.
- Cottrell, Jill, and Yash Ghai. 2007. "Constitution Making and Democratization in Kenya (2000–2005)." *Democratization* 14 (1): 1–25.

3. Week Three: Politics and Principles in Constitution Making

January 19, 2026

Required Readings:

- David Landau, "Constitution-Making Gone Wrong," *Alabama Law Review* 64, no. 5 (2013): 923-980. Pp, 927-938
- Galligan, Denis J., and Mila Versteeg. "Theoretical Perspectives on the Social and Political Foundations of Constitutions." Chapter. In *Social and Political Foundations of Constitutions*, edited by Denis J. Galligan and Mila Versteeg, 3–48. Cambridge: Cambridge University Press, 2013. Pp. 18-33

Additional Readings:

- Ginsburg, Tom, Zachary Elkins, and Justin Blount. "Does the process of constitution-making matter?." *Annual review of law and social science* 5, no. 1 (2009): 201-223.
- Brandt, Michele, Jill Cottrell, Yash Ghai, and Anthony Regan. "Constitution-making and Reform." *Options for the Process*. Geneva: Interpeace (2011).
- Brown, Nathan J. "The poisonous metaphor of the people populism, authoritarianism, and post-sovereign possibilities in evolving Egyptian constitutional orders." *Constellations* 30, no. 3 (2023): 340-357.

4. Week Four: Types of Constitutions

January 26, 2026

Required Readings:

- Grimm, Dieter, 'Types of Constitutions', in Michel Rosenfeld, and Andrés Sajó (eds), *The Oxford Handbook of Comparative Constitutional Law*. OUP Oxford 2012.
- Tom Ginsburg. "Beyond Window Dressing: Constitutions in Authoritarian Regimes." In *Modern Constitutions*, edited by Richard R. Beeman and Rogers M. Smith, 133. University of Pennsylvania Press, Inc, 2020.

Additional Readings:

- Law, David S., 'Constitutions', in Peter Cane, and Herbert M. Kritzer (eds), *The Oxford Handbook of Empirical Legal Research*. OUP Oxford, 2012.
- Müller, Jan-Werner, 'Militant Democracy', in Michel Rosenfeld, and Andrés Sajó (eds), *The Oxford Handbook of Comparative Constitutional Law* (2012).
- O’Leary, Brendan. "Chapter 9: Making constitutions in deeply divided places: maxims for constitutional advisors". In *Comparative Constitution Making*, (Cheltenham, UK: Edward Elgar Publishing, 2019)

5. Week Five: Constitutions and Institutional Design

February 2, 2026

Required Readings:

- Gavison, Ruth. "Chapter 1: What Belongs in a Constitution?". In *Constitutions, Markets and Law*, (Cheltenham, UK: Edward Elgar Publishing, 2002)
- Ginsburg, Tom, 'The Design of Constitutions', in Francesco Parisi (ed.), *The Oxford Handbook of Law and Economics: Volume 3: Public Law and Legal Institutions* (2017; online edn, Oxford Academic, 10 May 2017)

Additional Readings:

- Kokott, Juliane, and Martin Kaspar, 'Ensuring Constitutional Efficacy', in Michel Rosenfeld, and András Sajó (eds), *The Oxford Handbook of Comparative Constitutional Law* (2012).
- Suberu, Rotimi T., and Larry Diamond, 'Institutional Design, Ethnic Conflict Management, and Democracy in Nigeria', in Andrew Reynolds (ed.), *The Architecture of Democracy: Constitutional Design, Conflict Management, and Democracy*, Oxford Studies in Democratization (Oxford, 2002)
- Wolff, Stefan. "Post-Conflict State Building: the debate on institutional choice." *Third World Quarterly* 32, no. 10 (2011): 1777-1802.

6. Week Six: Separation of Powers

February 9, 2026

Required Readings:

- Venter, Francois. "Chapter 8: The separation of powers in new constitutions". In *New Challenges to the Separation of Powers*, (Cheltenham, UK: Edward Elgar Publishing, 2020).
- Möllers, Christoph. "Separation of Powers." Chapter. In *The Cambridge Companion to Comparative Constitutional Law*, edited by Roger Masterman and Robert Schütze, 230–57. Cambridge Companions to Law. Cambridge: Cambridge University Press, 2019. Pages 235-255
- Baranger, Denis, and Christina Murray. "Systems of Government." In *Routledge Handbook of Constitutional Law*, 1st ed., 73–84. Routledge, 2013.

Additional Readings:

- Biagi, Francesco. "Chapter 14: North Africa and the Middle East after the Arab uprisings: a new separation of powers?". In *New Challenges to the Separation of Powers*, (Cheltenham, UK: Edward Elgar Publishing, 2020)
- Grote, Rainer. "Separation of Powers in the New Afghan Constitution." *Heidelberg Journal of International Law* 64, no. 1 (2004): 897-907.
- Halberstam, Daniel, 'Federalism: Theory, Policy, Law', in Michel Rosenfeld, and András Sajó (eds), *The Oxford Handbook of Comparative Constitutional Law* (2012),
- Fombad, Charles M. "The role of emerging hybrid institutions of accountability in the separation of powers scheme in Africa." *The Separation of Powers in African Constitutionalism* 325 (2016).

February 16, 2026: Family Day – NO CLASS.

February 17-20, 2026, Winter Reading Week

7. Week Seven: Constitutional Diffusion of Power

February 23, 2026

Required Readings:

- Brosio, Giorgio. "Decentralization and public service delivery in Asia." Asian Development Bank Economics Working Paper Series 389 (2014). Pages 1-23.
- Bartole, Sergio, 'Internal Ordering in the Unitary State', in Michel Rosenfeld, and András Sajó (eds), The Oxford Handbook of Comparative Constitutional Law (2012). Pages 613-23
- Daniel Halberstam, 'Federalism: Theory, Policy, Law', in Michel Rosenfeld, and András Sajó (eds), The Oxford Handbook of Comparative Constitutional Law (2012). Pages 578-583 and 585-603
- [Constitution of Afghanistan: Chapter 8 – Administration](#)

Additional Readings:

- Ronald L. Watts, *Comparing Federal Systems*, 3rd ed (Montréal: McGill-Queen's University Press, 2008): 1-27
- Beramendi, Pablo, and Sandra León. "Federalism." Routledge handbook of comparative political institutions (2015): 209-225.
- Abebe, Daniel. "The Ethiopian Constitution and Ethnic Federalism." Chapter. In *From Parchment to Practice: Implementing New Constitutions*, edited by Tom Ginsburg and Aziz Z. Huq, 281–302. Cambridge: Cambridge University Press, 2020.
- Gordin, Jorge. "Chapter 7: Decentralization and subnational politics in Latin America". In *Handbook on Decentralization, Devolution and the State*, (Cheltenham, UK: Edward Elgar Publishing, 2021

8. Week Eight: Student Presentations

March 2, 2026

9. Week Nine: Student Presentations

March 9, 2026

10. Week Ten: Judicial Review

March 16, 2026

Required Readings:

- Kokott, Juliane and Kaspar, Martin, 'Ensuring Constitutional Efficacy', in Michel Rosenfeld, and András Sajó (eds), The Oxford Handbook of Comparative Constitutional Law (2012). Pages 795-99 and 805-15
- Gustavo Fernandes de Andrade - An essay on Comparative Constitutional Law - Judicial Review, *Journal of Constitutional Law*, volume 3:3, 2001, pp 977-989
- Haress, Ghizaal. *Judicial review in Afghanistan: a flawed practice*. Afghanistan Research and Evaluation Unit, 2017.

Additional Readings:

- Stone Sweet, A, 'Constitutional Courts', in Rosenfeld/Sajó (eds), The Oxford Handbook of Comparative Constitutional Law (OUP 2012), 816–830.
- Harding, Andrew, and Peter Leyland. "The Constitutional Courts of Thailand and Indonesia: Two Case Studies from Southeast Asia." *J. Comp. L.* 3 (2008): 118.

- Ran Hirschl, "The Judicialization of Mega-Politics and the Rise of Political Courts," *Annual Review of Political Science* 11 (2008).
- Schor, Miguel, An Essay on the Emergence of Constitutional Courts: The Cases of Mexico and Colombia, *Indiana Journal of Global Legal Studies* Vol. 16:1, 2009, pp 173 – 194

11. Week Eleven: How to evaluate Constitutional performance

March 23, 2026

Required Readings:

- Ginsburg, Tom, and Aziz Z. Huq. "Assessing Constitutional Performance." Chapter. In *Assessing Constitutional Performance*, edited by Tom Ginsburg and Aziz Huq, 3–36. *Comparative Constitutional Law and Policy*. Cambridge: Cambridge University Press, 2016.
- Law, David S., and Versteeg, Mila. "Sham Constitutions." *California Law Review* 101, no. 4 (2013): 863-952. Pages 872-886.

Additional Readings:

- O'Regan, Catherine. "Mission in Progress: Toward an Assessment of South Africa's Constitution at Twenty." Chapter. In *Constitutional Triumphs, Constitutional Disappointments: A Critical Assessment of the 1996 South African Constitution's Local and International Influence*, edited by Rosalind Dixon and Theunis Roux, 25–44. Cambridge: Cambridge University Press, 2018.
- Behnke, Nathalie, Bettina Petersohn, Andrea Fischer-Hotzel, and Dominic Heinz. 2011. "Measuring Success of Constitutional Reforms: Evidence from Territorial Reforms in Eight Western Democracies." *Regional & Federal Studies* 21 (4–5): 447–77.
- Chambers, S. (2019). Democracy and constitutional reform: Deliberative versus populist constitutionalism. *Philosophy & Social Criticism*, 45(9-10),
- Constitutional endurance. Ginsburg, T, 'Constitutional endurance,' in Ginsburg/Dixon (eds), *Comparative Constitutional Law* (Elgar 2011), 112–125.

12. Week Twelve: Constitution Backsliding from Liberal to Authoritarian

March 30, 2026

Required Readings:

- Davis, Michael C. "Strengthening constitutionalism in Asia." *Journal of Democracy* 28, no. 4 (2017): 147-161.
- Huq, Aziz, and Tom Ginsburg. "How to lose a constitutional democracy." *UCLA L. Rev.* 65 (2018): 117-142

Additional Readings:

- Landau, David. "Abusive Constitutionalism." *U.C. Davis Law Review* 47, no. 1 (2013): 189-260. HeinOnline.
- He, Xin. "The Party's Leadership as a Living Constitution in China." Chapter. In *Constitutions in Authoritarian Regimes*, edited by Tom Ginsburg and Alberto Simpser, 245–64. *Comparative Constitutional Law and Policy*. Cambridge: Cambridge University Press, 2013.
- Sadurski, Wojciech. "How democracy dies (in Poland): a case study of anti-constitutional populist backsliding." *Revista Forumul Judecatorilor* (2018): 104.

- Stilt, Kristen. "Constitutions in Authoritarian Regimes: The Egyptian Constitution of 1971." Chapter. In *Constitutions in Authoritarian Regimes*, edited by Tom Ginsburg and Alberto Simpser, 111–38. *Comparative Constitutional Law and Policy*. Cambridge: Cambridge University Press, 2013.

Course Policies:

Course Syllabus: I reserve the right to adjust and update the course syllabus as necessary. In the event of any changes, I will provide timely notice and revised syllabi via Quercus.

Email and communications: Please use email only for time-sensitive questions or quick clarifications. I am pleased to assist you with any email inquiries, provided the questions are concise and can be answered in one or two sentences. If you have a question that requires a more detailed or lengthy explanation, please visit me during my office hours. I will try to respond to all emails within 24 hours; however, please allow up to 72 hours for email responses.

I highly recommend asking questions about the course content and requirements during office hours or appointments. Please be considerate of others and keep your questions concise during office hours.

Using Quercus: This course will use Quercus to disseminate all course-related information and assignments. It is the student's responsibility to log on to Quercus regularly and obtain relevant information. All written assignments must be submitted through Quercus.

Late submission policies: The students are responsible for keeping track of deadlines and requirements for their assignments. All assignments must be submitted online through Quercus by 11:59 pm on their due dates. Late assignments will be penalized by 2% per day, including weekends. The number of late days will be determined by submission times on Quercus. Late assignments will not be accepted after marked assignments have been returned to the class.

Students needing an assignment extension must request at least 24 hours before the deadline. Students who require extra time to complete an assignment or cannot attend a lecture due to medical or other emergencies must contact me as soon as possible and before the due date or lecture date. Other coursework and foreseeable circumstances are not valid grounds for an extension.

Grade appeals and remarking policy: Students are requested to wait 48 hours after receiving their assignment before discussing it with me. If you wish to challenge the grade you received, you may request a re-grade within two weeks after marked assignments have been returned. Requests must be submitted in writing and include a 100-200 statement of what students feel was overlooked in the marking of their work. In accordance with the Faculty of Arts and Science policies, remarking does not guarantee an increase in the marks. The remarking could result in an increase, decrease, or no change in your original grade.

Absences: If you fall sick and it affects your ability to complete your academic work, please notify me immediately. In such a situation, I may request you provide documentation substantiating your medical condition. You can submit an Absence Declaration via ACORN or the University's Verification of Student Illness or Injury (VOI) form, which would indicate the impact and severity of your illness while safeguarding your privacy about the details of the illness. If you cannot submit a VOI for any reason, you may submit an alternative form, like a letter from a doctor, as long as it is an original document and contains the same information as the VOI, including dates, academic impact, practitioner's signature, phone number, and registration number.

For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on the Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>.

Recording the class: Recording audio and video, as well as photographing course materials, is not allowed without prior permission. Students must ask the instructor's explicit permission if they want to record lectures or other course material in any way. If permission is granted to record, it is only for that individual student's personal study use and should not be published or distributed in any way. Students are strictly prohibited from publishing an instructor's notes through any means.

Academic integrity: Academic integrity is of utmost importance. All written assignments must correctly cite any sources used. Failure to do so constitutes plagiarism, which is a serious academic offense. To learn more about how to avoid plagiarism and adequately use sources, review the "How Not to Plagiarize" guide and other helpful resources available at www.writing.utoronto.ca/advice/using-sources

In most cases, students must submit their course essays to the University's plagiarism detection tool. This tool is designed to review the textual similarity of submitted work and detect potential plagiarism. By submitting their essays, students agree to allow their work to be included in the tool's reference database, which is used solely to detect plagiarism. The terms and conditions that apply to the University's use of this tool can be found on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Using AI-generated writing tools for writing or completing assignments in this course is prohibited. Using ideas or expressions generated by AI as one's own is considered an academic offense.

Code of Conduct: The University of Toronto expects all members to behave responsibly, courteously, and respectfully towards others. The University of Toronto is committed to promoting equity, human rights, and respect for diversity. Every member of this course should aim to create an atmosphere of mutual respect where everyone can express themselves, engage objectively, and appreciate each other's differences. Students are encouraged to treat others as they want to be treated and avoid actions they do not wish to experience. Students must read the University's:

1. Student Code of Conduct available at:

<https://governingcouncil.utoronto.ca/secretariat/policies/codestudent-conduct-december-13-2019>

2. Policy on the Appropriate Use of Information and Communication Technology
<https://www.provost.utoronto.ca/planning-policy/informationcommunication-technology-appropriate-use>
3. University guidelines on freedom of speech, preventing discrimination and harassment.

Accommodation and Accessibility Services: I am fully committed to providing students with fair access to the course and reasonable accommodation. Please discuss any special needs at the start of the semester. If you require accommodations or have any accessibility concerns, please contact

Accessibility Services via email at (accessibility.services@utoronto.ca) or visit website <http://studentlife.utoronto.ca/accessibility>

The University accommodates students who observe religious holidays outside of the regular schedule. Students must inform instructors early of any anticipated absences. Instructors will avoid scheduling mandatory activities during these times. Please let me know if you will be absent due to religious observances as soon as possible.

Health and Wellness: Students can access various programs and services to support their health and well-being. Many of these programs are listed a <https://studentlife.utoronto.ca/department/healthwellness>.