

Course Outline

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<b>COURSE:</b>	<b>LAWS 3202A – Intellectual Property</b>
<b>TERM:</b>	<b>Fall 2015</b>
<b>PREREQUISITES:</b>	<b>1.0 credit from LAWS 2201, LAWS 2202, LAWS 2501, LAWS 2502</b>
<b>CLASS:</b>	<b>Day &amp; Time: Mondays 8:35 – 11:25am</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR: (CONTRACT)</b>	<b>Deborah Komarnisky</b>
<b>CONTACT:</b>	<b>Office: B442 Loeb Building</b> <b>Office Hrs: After class or by appointment</b> <b>Telephone: 819-953-9635</b> <b>Email: <a href="mailto:deborah.komarnisky@carleton.ca">deborah.komarnisky@carleton.ca</a></b>

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**Academic Accommodations:**

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

**Pregnancy 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 visit the Equity Services website: <http://carleton.ca/equity/>

**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 visit the Equity Services website: <http://carleton.ca/equity/>

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

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/>

**Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at:

<http://carleton.ca/studentaffairs/academic-integrity/>

### ***Department Policy***

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations.

<http://carleton.ca/law/current-students/>

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## **COURSE DESCRIPTION**

Intellectual property is all around us - we encounter intellectual property every day. From movie file-sharing, to patenting human genes, to trademarking the colours of the spectrum, to the design of your coffee machine, we interact with all forms of intellectual property. We can find intellectual property issues within the daily media, the blogosphere, and the parliamentary agenda. These issues shape our culture, the mediascape, our healthcare system, our built environment and the global economy. Intellectual property laws and policies are framed by different commercial, public and private actors which influence our access to creative works, new and useful products, and quality brands of products and services we rely upon to make our lives possible and meaningful. As Edwin Hettinger has noted, "[p]roperty institutions fundamentally shape a society." In this way, studying intellectual property is very much the study of what kind of society we have, what kind of society we are becoming, and what kind of society we want.

In this course, we will study the political and philosophical rationales for protecting intellectual property, the fundamentals of the major areas of intellectual property in Canada, and the social, political, economic and cultural issues that are at the heart of contemporary struggles over intellectual property in Canada and around the world.

## **REQUIRED TEXTS**

Elizabeth F. Judge & Daniel J. Gervais, *Intellectual Property: The Law in Canada*, 2nd ed. (Toronto: Carswell, 2011). This text provides a good background of the fundamentals of intellectual property law. This book is available at the Carleton University Bookstore. A copy is also on reserve at the Carleton University Library.

Additional readings can be obtained online through the included web links.

## **SUPPLEMENTARY TEXTS**

N/A

## **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.

Students will be evaluated in the following areas:

1. Participation (10%)
2. In-Class Group Presentation (25%)
3. Discussion Piece Analysis (15% each X 2 = 30%)
4. Intellectual Property Journal (35%)

The requirements for each assignment will be discussed on the first day of class, with supplementary information to be provided as necessary throughout the course. If, at any time, you have questions about any element of an evaluation, please speak to me as soon as possible.

Failure to complete the Intellectual Property Journal will result in a final grade of F.

Please note that all assignments must be typed or word processed and submitted in hard copy. Handwritten papers, computer files, or email attachments will not be accepted. Please retain a photocopy or secure file copy of the submitted work. In the event of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your work. I also recommend that you keep earlier drafts of your work and/or your research material.

#### 1. **Participation (10%)**

Students are expected to attend all classes, respect the start and finish times of the class, read the required readings and discussion pieces in advance of the class for which they are assigned, and come to class prepared to identify and discuss issues emerging from these in a thoughtful and informed manner. The participation grade will also assess students' level of engagement in the classroom, the quality of participation in classroom activities, and the ability to bring concepts, critiques and ideas from the readings into classroom discussion.

Mobile communication devices should remain turned off and stored in a purse, book bag, pocket, etc. during class time, except for laptops being used for note taking purposes. Repeated use of mobile communication devices for non-academic purposes will result in a grade of 0 for participation.

Attendance will be taken at every class. However, good attendance is a prerequisite for a good participation grade, not an equivalent to it.

Participation is about respect, engagement, and working productively in a collaborative manner to enhance your own and others' learning. Students are encouraged to ask questions, share experiences, and relate course material to issues they see around them in their everyday lives.

#### 2. **In-class Group Presentation (25%)**

Working in groups, students will be asked to present the main conceptual ideas of one of the weeks during class. Each presentation should be well planned, rehearsed, and executed. Presentations should employ a combination of PowerPoint® and at least one class activity that engages fellow students to think through the issues of the week. A detailed outline and list of expectations will be distributed in the first class – students will assigned be a group mark for their presentation.

#### 3. **Discussion Piece Analyses (15% each X 2 = 30%)**

Students will note that certain readings/websites/videos etc. have been designated each week as Discussion Pieces (DPs). Over the course of the term, each student is to submit two (2) critical analyses (3-5 double-spaced, typed pages) of two different DPs. The DP should be critically analyzed in relation to the other readings for that week (and any other relevant course material from previous weeks). No further research is required; however, you are required to use the relevant readings.

When thinking critically about the DP, you should be guided by the following questions. Please note that these questions are only prompts to your critical evaluation of the material. Not all questions will work equally well for all types of DP's and your analyses should not merely be answers to those questions.

- who/what is the author of the DP and where was it published? How do those factors affect the content, style, and argument of the DP?
- in what medium is the DP and how does that shape it?
- is the genre of the DP relevant and if so, how?
- how are you as the reader being addressed?
- what assumptions is the author making about the nature of property? Of consumers/users? Of creators? Of the economy? Of society? Of the public interest? etc.
- what are the assumptions made in the piece about who holds power and who does not?
- what is the nature of the problem that the author is trying to address with their piece?
- is the DP persuasive? Why or why not? Does the author mobilize convincing evidence for her or his claims?

The Discussion Piece Analysis (DPA) will be due at the beginning of the class when we are discussing those materials. These assignments will not be accepted late. If you miss the deadline, you should complete a DPA for another week.

Please note that only one DPA will be accepted for the weeks on copyright, trademark or patent; for example, you may not do both of your DPAs on the theme of patents. Also, you may not submit a DPA the same week as your presentation.

#### 4. **Intellectual Property Journal** (35%)

You will be asked to prepare an Intellectual Property Journal. Select one type of intellectual property. For a period of 3 days, you should keep a log of the intellectual property encounters that you have, focusing on that one type of intellectual property (a template for the log will be provided).

Think about all of the ways that you use and interact with objects, products, and activities that implicate that form of intellectual property. For example, you might choose to focus on trademarks. When your iPhone alarm wakes you up, you note that your iPhone is a branded object with a distinctive logo. When you get dressed, you will note that you are putting on your Gap jeans, your Banana Republic Shirt and your BCBG sweater –each of which is a trademark (and brand). When you dig out your breakfast cereal, the colour, logo, tagline, animated character, name of the cereal, etc. may all be subject to trademarks. And so on for the rest of the day. Continue this for three days. Take ‘field notes’ on these experiences, recording what are the instances of that form of IP, where and when you encountered them, what you were doing at the time, any questions that come to you, how you may be using or ‘abusing’ this form of IP, issues you recognize, and your feelings in response to your encounters. You should keep your field notes in a notebook that will be submitted with your analysis. Once you have completed your three days of focused observation, you should review your notes and prepare an analysis of your experience of this heightened recognition of your interactions with intellectual property.

At a minimum, please address the following questions (in essay format):

- Why did you select that type of intellectual property?
- How did you define that type of intellectual property?
- Was this type of intellectual property easy to recognize in your daily life? Why or why not?
- Did you encounter many instances of it? Were these more or fewer encounters than you anticipated?
- Are there any identifiable patterns to where, when and why you encountered this type of IP? What do those patterns mean?
- Is your experience with this type of IP shaped at all by differences between the private and public spheres?
- Are there any discernible patterns in the ownership, use, and economic, legal or social relations evident in your journal notes?
- What critical issues did your experience of attending to this type of IP in a more focused way suggest to you and what can you say about those issues?
- How would you characterize yourself as a user of this type of IP?
- What is your overall impression of the place of this type of intellectual property in your everyday life?
- How does your form of IP interact with the other forms of IP?

- How does the IP fit within the current legislative framework in Canada? How is the IP protected? – be sure to reference the readings discussed in class.
- Describe some of the political/economic/cultural/social issues and struggles you encounter – be sure to reference the reading discussed in class.

You should develop your discussion of the critical issues related to your focused experience of IP with reference to a minimum of three peer reviewed academic sources as well as the readings discussed in class.

Journals should be 8-10 double-spaced pages (exclusive of any bibliography and log) and are due on **Monday, December 7<sup>th</sup> in class or by 4:00pm at the Law Department Drop box.**

Late submissions (any journal submitted after 4:00pm on Monday December 7th) will be deducted one letter grade per 24 hours (including weekends). Thus, a paper with a value of B+ would be given a B on Tuesday and B- on Wednesday.

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

A+	= 90-100	B+	= 77-79	C+	= 67-69	D+	= 56-59
A	= 85-89	B	= 73-76	C	= 63-66	D	= 53-56
A -	= 80-84	B -	= 70-72	C -	= 60-62	D -	= 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

## **SCHEDULE & READINGS**

WEEK 1 - September 4 (Friday)	Welcome/Introduction
September 7 – Labour Day!	No Class
WEEK 2 - September 14	What is Intellectual Property and Why do we Protect It?
Readings	Elizabeth F. Judge & Daniel J. Gervais, Intellectual Property: The Law in Canada, 2nd ed. (Toronto: Carswell, 2011) – Chapter 1
	Hettinger, Edwin C. (2001), “Justifying Intellectual Property” in Philosophy and Public Affairs (John Haldane, ed.), New York: Cambridge University Press, pp. 31-52 -- <a href="https://login.proxy.library.carleton.ca/login?qurl=http%3a%2f%2fwww.jstor.org%2fstable%2f2265190%3fpq-origsite%3dsummon">https://login.proxy.library.carleton.ca/login?qurl=http%3a%2f%2fwww.jstor.org%2fstable%2f2265190%3fpq-origsite%3dsummon</a>
	Boyle, James (2002), “Fencing off ideas: enclosure and the disappearance of the public domain” in Daedalus 131(2): 13-25 at <a href="http://james-boyle.com/daedalus.pdf">http://james-boyle.com/daedalus.pdf</a>
Discussion Piece	Please watch the series of FBI Public Service Announcements (The Flea Market, The Rip Off, Toxic Meds, Vanishing Band, and Trade Secrets) -- <a href="https://www.youtube.com/watch?v=f_XZNFjjK-c&amp;list=PL_kAiN4FbpOuZE6VrUPre_phr1t4t-fD3&amp;index=3">https://www.youtube.com/watch?v=f_XZNFjjK-c&amp;list=PL_kAiN4FbpOuZE6VrUPre_phr1t4t-fD3&amp;index=3</a>

WEEK 3 - September 21	Enclosing the Public: Copyright I
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 2 – pages 7-38.
	Martin, Brian (1995), “Against Intellectual Property.” <i>Philosophy and Social Action</i> 21(3): 7-22 – <a href="http://www.uow.edu.au/~bmartin/pubs/95psa.html">http://www.uow.edu.au/~bmartin/pubs/95psa.html</a>
	Himma, Kenneth E. (2008), “Justifying Legal Protection of Intellectual Property: The Interests Argument” in <i>SIGCAS Computers and Society</i> 38(4): 13-27 – <a href="https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fdl.acm.org%2fcitation.cfm%3fid%3d1497055">https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fdl.acm.org%2fcitation.cfm%3fid%3d1497055</a>
Discussion Piece	Doctorow, Cory (2010), “What do we want copyright to do?” in <i>The Guardian</i> , November 23 -- <a href="http://www.theguardian.com/technology/2010/nov/23/copyright-digital-rights-cory-doctorow">www.theguardian.com/technology/2010/nov/23/copyright-digital-rights-cory-doctorow</a>
WEEK 4 - September 28	Infringers of work: Copyright II
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 2 – pages 48-80.
	Andersson, Jonas (2009), “For the Good of the Net: The Pirate Bay as a Strategic Sovereign” in <i>Culture Machine</i> , 10: 64-108 - <a href="http://www.culturemachine.net/index.php/cm/article/view/346/359">http://www.culturemachine.net/index.php/cm/article/view/346/359</a>
Discussion Piece	Bilton, Nick (2012), “Internet Pirates Will Always Win” in <i>The Sunday Review of The New York Times</i> , August 4, 2012 at <a href="http://www.nytimes.com/2012/08/05/sunday-review/internet-pirates-will-always-win.html?ref=thepiratebay&amp;_r=2&amp;">http://www.nytimes.com/2012/08/05/sunday-review/internet-pirates-will-always-win.html?ref=thepiratebay&amp;_r=2&amp;</a>
WEEK 5 - October 5	Marks and Brand Culture: Trademark I
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 4 – pages 165-216.
	Elliott, Charlene (2001), “Consuming Caffeine: The Discourse of Starbucks and Coffee” in <i>Consumption, Markets and Culture</i> 4(4): 369-381 - <a href="http://www.crito.uci.edu/noah/CMC%20Website/CMC%20PDFs/CMC4_4.pdf">http://www.crito.uci.edu/noah/CMC%20Website/CMC%20PDFs/CMC4_4.pdf</a>
Discussion Piece	Orozco, David and James Conley (2008), “The Shape of Things to Come” in <i>The Wall Street Journal Online</i> - <a href="http://online.wsj.com/article/SB121018802603674487.html">http://online.wsj.com/article/SB121018802603674487.html</a>
October 12 - Happy Thanksgiving!	No class

WEEK 6 - October 19	Branding Corporate Identity: Trademark II
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 4 – pages 217-246.
	Roth, Melissa E. (2005-6), “Something Old, Something New, Something Borrowed, Something Blue: A New Tradition in Nontraditional Trademark Registrations” in <i>Cardozo Law Review</i> 27: 45 -- <a href="http://www.cardozolawreview.com/Joomla1.5/content/27-1/ROTH.FINAL.VERSION.pdf">http://www.cardozolawreview.com/Joomla1.5/content/27-1/ROTH.FINAL.VERSION.pdf</a>
Discussion Piece	Bhasin, Kim (2012), “Can you identify these 12 brands by their trademarked colour?” in <i>Business Insider</i> (February 1, 2012) -- <a href="http://www.businessinsider.com/can-you-identify-these-12-brands-by-their-trademarked-colors-alone-2012-2#">http://www.businessinsider.com/can-you-identify-these-12-brands-by-their-trademarked-colors-alone-2012-2#</a>
October 26 - Fall Break	No Class
WEEK 7 - November 2	Appropriation of Personality & Consumer Identity
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 4 – pages 257-275.
	Hearn, Alison (2008), “Meat, Mask, Burden”: Probing the Contours of the Branded ‘Self’ in <i>Journal of Consumer Culture</i> 8(2): 197-217 - <a href="http://uwo.academia.edu/AlisonHearn/Papers/1153658/Meat_mask_burden_Probing_the_contours_of_the_branded_self">http://uwo.academia.edu/AlisonHearn/Papers/1153658/Meat_mask_burden_Probing_the_contours_of_the_branded_self</a>
	Wall, David S.; Large, Joanna; “Jailhouse Frocks: Locating the Public Interest in Policing Counterfeit Luxury Fashion Goods”; <i>The British Journal of Criminology</i> (November 2010), 50 (6), p.p. 1094-1116 -- <a href="https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fjournals.scholarsportal.info%2fopenUrl.xqy%3fissn%3d0007-0955%26volume%3d50%26issue%3d6%26spage%3d1094">https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fjournals.scholarsportal.info%2fopenUrl.xqy%3fissn%3d0007-0955%26volume%3d50%26issue%3d6%26spage%3d1094</a>
Discussion Piece	Gurney, Matt (2012), “Matt Gurney on the Tupac Hologram: Let Dead Celebs Rest. Or at Least Decide” in <i>National Post</i> (April 23, 2012) – <a href="http://fullcomment.nationalpost.com/2012/04/23/matt-gurney-on-the-tupac-hologram-let-dead-celebrities-rest-or-at-least-decide/">http://fullcomment.nationalpost.com/2012/04/23/matt-gurney-on-the-tupac-hologram-let-dead-celebrities-rest-or-at-least-decide/</a>
	News Release; Government of Canada – December 9, 2014; <i>Protecting Canadians Consumers</i> ; found at <a href="http://news.gc.ca/web/article-en.do?nid=913239">http://news.gc.ca/web/article-en.do?nid=913239</a> .
WEEK 8 - November 9	Inventors, Investors, and Citizens: Patents I
Readings	Elizabeth F. Judge & Daniel J. Gervais, <i>Intellectual Property: The Law in Canada</i> , 2nd ed. (Toronto: Carswell, 2011) – Chapter 5 – pages 339-384.
	Biehl João (2004), “Global Pharmaceuticals, AIDS, and Citizenship in Brazil” in <i>Social Text</i> 80,22(3): 105-132 -- <a href="http://joaobiehl.net/wp-content/uploads/2009/07/Biehl-2004-Social_Text.pdf">http://joaobiehl.net/wp-content/uploads/2009/07/Biehl-2004-Social_Text.pdf</a>

Discussion Piece	Stiglitz, Joseph E. (2013), "How Intellectual Property Reinforces Inequality" in The New York Times, July 14 - <a href="http://opinionator.blogs.nytimes.com/2013/07/14/how-intellectual-property-reinforces-inequality/">http://opinionator.blogs.nytimes.com/2013/07/14/how-intellectual-property-reinforces-inequality/</a>
WEEK 9 - November 16	Biopatents/Biopolitics: Patents II
Readings	Elizabeth F. Judge & Daniel J. Gervais, Intellectual Property: The Law in Canada, 2nd ed. (Toronto: Carswell, 2011) – Chapter 5 – pages 384-417.  Robertson, Sean (2005), "Re-Imagining Economic Alterity: A Feminist Critique of the Juridical Expansion of Bioproperty in the Monsanto Decision at the Supreme Court of Canada" in University of Ottawa Law and Technology Journal2(2): 227-253 -- <a href="http://www.uoltj.ca/articles/vol2.2/2005.2.2.uoltj.Robertson.227-253.pdf">http://www.uoltj.ca/articles/vol2.2/2005.2.2.uoltj.Robertson.227-253.pdf</a>
Discussion Piece	Monsanto Canada Inc. v. Schmeiser, [2004] 1 S.C.R. 902 (S.C.C.) - <a href="http://scc.lexum.org/en/2004/2004scc34/2004scc34.html">http://scc.lexum.org/en/2004/2004scc34/2004scc34.html</a>
WEEK 10 - November 23	Communicating the Built Environment: Industrial Design
Readings	Elizabeth F. Judge & Daniel J. Gervais, Intellectual Property: The Law in Canada, 2nd ed. (Toronto: Carswell, 2011) – Chapter 3 – pages 141-164.  Nickles, Shelley (2002), "Preserving Women: Refrigerator Design as Social Process in the 1930s" in Technology and Culture 43 (October): 693-727 – <a href="https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fjournals.scholarsportal.info%2fopenUrl.xqy%3fissn%3d0040-165X%26volume%3d43%26issue%3d4%26spage%3d693">https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fjournals.scholarsportal.info%2fopenUrl.xqy%3fissn%3d0040-165X%26volume%3d43%26issue%3d4%26spage%3d693</a>  WIPO(2006), Looking Good: An Introduction to Industrial Design for Small and Medium-sized Enterprises-- <a href="http://www.wipo.int/freepublications/en/sme/498/wipo_pub_498.pdf">http://www.wipo.int/freepublications/en/sme/498/wipo_pub_498.pdf</a>
Discussion Piece	Carr, Austin, (2011), "How Much Can Asus, HP, And Others Rip Off Apple's Designs?" at Fast Company <a href="http://www.fastcompany.com/1801211/how-much-can-asus-hp-and-others-rip-apples-designs">http://www.fastcompany.com/1801211/how-much-can-asus-hp-and-others-rip-apples-designs</a>
WEEK 11 – November 30	Trade Secrets – Keeping the Secret Formula Hidden
Readings	Elizabeth F. Judge & Daniel J. Gervais, Intellectual Property: The Law in Canada, 2nd ed. (Toronto: Carswell, 2011) – Chapter 6 – pages 485-518.  Vaver, David (1990), "What is a Trade Secret?" in Trade Secrets (R.T. Hughes, ed.), pp. 1-41. WIPO (2002), "Trade Secrets: Policy Framework and Best Practices" in WIPO Magazine at <a href="http://www.wipo.int/sme/en/documents/wipo_magazine/05_2002.pdf">http://www.wipo.int/sme/en/documents/wipo_magazine/05_2002.pdf</a>
Discussion Piece	Schreiner (2009), "KFC Stores Colonel's Secret Recipe in New, Safer Vault" in The Huffington Post (November 2, 2009) -- <a href="http://www.huffingtonpost.com/2009/02/10/kfc-stores-colonels-secre_n_165630.html">http://www.huffingtonpost.com/2009/02/10/kfc-stores-colonels-secre_n_165630.html</a>



WEEK 12 - December 7	Traditional Knowledge – Aboriginal Rights & IP
Readings	<p>Sinjela, Mpazi and Rancharan, Robin; “Protecting Traditional Knowledge and Traditional Medicines of Indigenous Peoples through Intellectual Property Rights: Issues, Challenges and Strategies”; (2005), <i>International Journal on Minority and Group Rights</i>, Vol. 12, issue 1, at p.p. 1-23 --  <a href="https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fheinonline.org%2fHOL%2fPage%3fhandle%3dhein.journals%2fijmgr12%26collection%3djournals%26page%3d1">https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fheinonline.org%2fHOL%2fPage%3fhandle%3dhein.journals%2fijmgr12%26collection%3djournals%26page%3d1</a></p> <p>Busingye, Janice and Kein, Wiebke; “The Political Battlefield: Negotiating Space to Protect Indigenous and Traditional Knowledge under Capitalism”; (2009), <i>International Social Science Journal</i> Vol. 60, issue 195 at p.p. 37-54 --  <a href="https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fdoi.wiley.com%2f10.1111%2fj.1468-2451.2009.01699.x">https://login.proxy.library.carleton.ca/login?url=http%3a%2f%2fdoi.wiley.com%2f10.1111%2fj.1468-2451.2009.01699.x</a></p>
Discussion Pieces	<p>CTV.ca News Staff; “Canada votes against UN aboriginal declaration” Published Thursday September 13, 2007 at <a href="http://www.ctv.ca/canada-votes-against-un-aboringal-declaration-1.256295">www.ctv.ca/canada-votes-against-un-aboringal-declaration-1.256295</a>.</p> <p><i>United Nations Declaration on the Rights of Indigenous Peoples</i> (2007) --  <a href="http://undesadspd.org/indigenouspeoples/declarationontherightsofindigenouspeoples.aspx">http://undesadspd.org/indigenouspeoples/declarationontherightsofindigenouspeoples.aspx</a> and see also  <a href="http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf">http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</a></p>