

LAWS 3503A – Equality and Discrimination

Thursdays 8h35-11h25

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Course description and material

- The purpose of this course is to provide an introduction to the main themes of the law of equality and discrimination. We will study not only the legal aspects, but also the social ramifications and the political debates that have accompanied key decisions. The aim of the class is for students to acquire a strong understanding of the legal principles that have governed past decisions and to develop the tools to critically address the debates that will continue to shape the law of equality in the upcoming years.
- We will make use of a wide variety of sources throughout the semester: jurisprudence, doctrine, newspaper articles, governmental reports, literary texts as well as filmed documentaries. All of the required material is either available online or can be found on Ares. Students must read the assigned material found in the “Reading” section prior to every class.
- The evaluation is designed to both draw and build on a diverse set of skills: oral communication, research and overall understanding and synthesis of the class.

Evaluation (All components must be completed in order to get a passing grade)

- **Class participation (10%):**
Students are expected to come prepared to each class and to actively participate in the class discussion. Regular attendance is necessary, but not sufficient to earn participation marks.
- **Class presentation (20%):**
Each class will begin by three 15 minute presentations on an important case, topic or book. Students will present in groups of two. The grade will be assigned based on the content and clarity of the presentation, as well as on a short summary that you must submit to me via email the day of the presentation.

The summary will be posted on a Google document, which will help the class study for the final exam. The summary should be around 500 words long.

The Google document can be found here:

<https://docs.google.com/document/d/1JnOmnw0YXOSQWfNmUHgclfa0uSN29nsDgINzmdtake/edit>.

➤ **Exam (35%):**

The exam will consist of short answers and short essays. It will test all the material that was covered during the semester, including student presentations. It is not meant to be difficult, but rather to ensure that important concepts and cases discussed in class were well understood.

➤ **Essay / Wikipedia article (35%):**

Students have a choice for the research component of this class. You can either choose to write a research paper or a Wikipedia page relating to a topic relevant to the course. Feel free to discuss with me any topic idea you might have.

A proposal for the essay or the Wikipedia article must be sent by email to francois.lemoine@carleton.ca by **Monday, October 21st, 2013 at 23h00**. This proposal must include an outline of the essay, bibliographical sources and thesis. Failure to send the proposal will result in the same penalty as failure to submit the final essay (see below).

Essays are to be submitted, in Word or LibreOffice format, to the address francois.lemoine@carleton.ca, no later than **Monday November 18th, 2013 at 23h00**. Final versions of the Wikipedia article must be posted by the same date and you must send me an email with the link to the article and the user name you used to edit the article.

The essay should be roughly 3,000 words long. Citations should be in the format of Carleton's hand-out which is based on McGill's *Uniform Legal Citation Guide*.

The Wikipedia page should be about 20,000 bytes long and include appropriate links to other pages and media. You are free to either create a page or to improve an existing page. Use Wikipedia's citing method. If you do not find that there is sufficient material to write one article, you may instead write two shorter articles. You may also choose to work in pairs on a longer article, as long as the input is about 40,000 bytes. The grade will be the same for both students.

Essays submitted late will be penalized **5% of the value of the assignment per day late, to a maximum of 10 days, after which the assignment will receive a grade of zero.** Weekends are included in the calculation of late penalties. No extension will be granted unless it is based on medical grounds and is documented by a physician. For the Wikipedia article, nothing written after the deadline will be considered in the final grade.

Course Topics and Class Schedule

Class 1 (September 5th): Introduction: why do we protect equality in the first place?

- ❖ The founding texts: an overview of major human rights instruments:
 - The *Habeas Corpus* and the *Bill of Rights* in England.
 - The *in extremis* inclusion of the *Bill of Rights* in the United-States.
 - Canada's ambiguous reception of the *Universal Declaration of Human Rights*.
 - The “*International Bill of Human Rights*” and its relevance.
- ❖ The different meanings of equality in a liberal democracy:
 - Tocqueville on equality.
 - Berlin's “Two Concepts of Liberty”.
 - Vasak's three generations of human rights.
 - Individual versus group based equality.
 - How liberty and equality interact.

Class 2 (September 12th): The protection of Equality under the federal Charter

Class presentations:

- ❖ Camus' *The Stranger* and equality before the law.
- ❖ Key decisions on discrimination:
 - The 1995 Trilogy.
 - *Law v Canada (Minister of Employment and Immigration)*, [1999] 1 SCR 497.
- ❖ Comparator groups and legal categories:
 - *Withler v Canada (AG)*, 2011 SCC 12.
 - *First Nations Child and Family Caring Society & Canadian Human Rights Commission v Canada (AG)*, 2012 FC 445.

Readings:

- ❖ Robert Sharpe and Kent Roach, *The Charter of Rights and Freedoms* (Toronto: Irwin Law) chapter 15 (excerpts) [“Sharpe & Roach”].
- ❖ Kaelen Onusko, “Equality Rights Background”, Center for Constitutional Studies [<http://www.law.ualberta.ca/centres/ccs/issues/equalityrightsbackground.php>].
- ❖ Beverley McLachlin, “Equality: The Most Difficult Right” (6 April 2001) [<http://pi.library.yorku.ca/ojs/index.php/sclr/article/download/34758/31590>].
- ❖ Mary Cornish, Fay Faraday and Jo-Anne Pickel, *Enforcing Human in Ontario* (Aurora: Canada Law Books, 2009) (excerpts).

Class 3 (September 19th): Religious diversity

Class presentations:

- ❖ Shall I lay perjury upon my soul? No, not for Venice: Shakespeare's *The Merchant of Venice*.
- ❖ Can Believers behave in ways that Atheists can't? *Amsalem, Multani* and *R v NS*.
 - *Syndicat Northcrest v Amselem*, 2004 SCC 47.
 - *Multani v Commission scolaire Marguerite-Bourgeoys*, 2006 SCC 6.
 - *R v NS*, 2012 SCC 72.
- ❖ A negative right or a positive duty?
 - *Congrégation des témoins de Jéhovah de St-Jérôme-Lafontaine v Lafontaine (Village)*, 2004 SCC 48.
 - *SL v Commission scolaire des Chênes*, 2012 SCC 7.

Readings:

- ❖ Sharpe & Roach, chapter 8.
- ❖ What's God got to do with the Charter?
 - Charles Lewis, "God's place in the Charter challenged", *The National Post* (8 July 2010) [<http://life.nationalpost.com/2010/07/08/gods-place-in-charter-challenged/>].
 - Canadian Secular Alliance, "God and Canada's Charter of Rights" (24 June 2009) [<http://secularalliance.ca/policies/canadas-charter-of-rights/>].

Class 4 (September 26th): Economic Inequality, Prostitution and SLAPPs

Class presentations:

- ❖ Economic rights and the Charter:
 - *Gosselin v Quebec (AG)*, 2002 SCC 84.
- ❖ Prostitution:
 - The Prostitution Reference: *Reference re ss. 193 & 195.1(1)(c) of Criminal Code (Canada)*, [1990] 1 SCR 1123.
 - *Bedford v Canada*, 2012 ONCA 186.
- ❖ Access to justice in Canada: an "abysmal" situation.
 - CBA Access to Justice Committee, "Equal justice, balancing the scales", Canadian Bar Association (August 2013).

Video:

- ❖ *Silence in Gold* [*Le prix des mots*], Julien Fréchette, 2012 (pending release).

Readings:

- ❖ Andrew Petter, “Canada’s *Charter* Flight: Soaring Back into the Future” 16 *JL & Soc’y* 151 (1989).
- ❖ Editorial, “Two-tiered wage system announced by Tories”, *The Toronto Star* (28 April 2012) [http://www.thestar.com/opinion/editorials/2012/04/28/twotiered_wage_system_announced_by_tories.html].
- ❖ Laura Barnett and Julia Nicol, “Prostitution in Canada: International Obligations, Federal Law, and Provincial and Municipal Jurisdiction”, Library of Parliament, Publication No. 2011-119-E (17 November 2011, revised 30 April 2012) [<http://www.parl.gc.ca/content/lop/researchpublications/2011-119-e.pdf>].
- ❖ Laura Barnett, Lyne Cassavant and Julia Nicol, “Prostitution: A Review of Legislation in Selected Countries”, Library of Parliament, Publication No. 2011-115-E (17 November 2011, revised 30 April 2012) [<http://www.parl.gc.ca/Content/LOP/ResearchPublications/2011-115-e.pdf>].
 - ➔ Read sections 1 (introduction), 2 (overview), 5 (Netherlands), 6 (Sweden) and 8 (USA) only.
- ❖ Normand Landry, “From the streets to the Courtroom, The Legacies of Quebec’s anti-SLAPP movement” (2010) 19:1 *RECIEL* 58.

Class 5 (October 3rd): Disabilities rights, medical marijuana and supervised injection sites

Guest speaker:

Senator Pierre Claude Nolin, former chair of the Senate Special Committee on Illegal Drugs, will give remarks on the Committee’s report, the policy implications of the decriminalization of marijuana and the role of senators in the legislative process.

Class presentations:

- ❖ Disabilities rights:
 - *Auton (Guardian ad litem of) v British Columbia (AG)*, [2004] 3 SCR 657.
 - *Eaton v County Board of Education*, [1997] 1 SCR 241.
- ❖ Should marijuana be criminalized?
 - *R v Parker*, (2000) 135 OAC 1.
 - *Hitzig v Canada*, 177 OAC 321.
- ❖ The Insite Supervised injection site and the PHS decision: the judiciary and public policy.
 - *Canada (AG) v PHS Community Services Society*, 2011 SCC 44.

Readings:

- ❖ Ontario Human Rights Commission, “What is disability?” [<http://www.ohrc.on.ca/en/policy-and->

guidelines-disability-and-duty-accommodate/2-what-disability].

- ❖ Yvonne Peters, “Twenty Years of Litigating for Disability Equality Rights: Has it Made a Difference?”, Council of Canadians with Disabilities [http://ccdonline.ca/en/humanrights/promoting/20years].
- ❖ Senate Special Committee on Illegal Drugs, “Report of the Senate Special Committee on Illegal Drugs”, September 2002 <http://www.parl.gc.ca/content/sen/committee/371/ille/rep/summary-e.pdf>.
- ❖ Watch: The Fifth Estate, “Staying Alive”, CBC (13 March 2009) <http://www.cbc.ca/fifth/2008-2009/staying_alive/video.html>.

Class 6 (October 10th): Dying with Dignity: Assisted Suicide and Euthanasia

Class presentations:

- ❖ Right to die: Rodriguez
 - *Rodriguez v British Columbia (AG)*, [1993] 3 SCR 886.
 - *Carter v Canada (AG)*, 2012 BCCA 336.
 - Dennis Hevesi, “Hugo Claus, 78, Belgian Novelist and Poet, Is Dead”, *The New York Times* (3-March 2008) [http://www.nytimes.com/2008/03/30/books/30claus.html?_r=0].
- ❖ Euthanasia and criminal responsibility: Latimer
 - *R v Latimer*, 2001 SCC 1 (Cf. also the *PHS* decision from the previous class).
 - Council of Canadians with Disabilities, “Tracy Latimer, the Victim; Robert Latimer, the Murderer” [http://www.ccdonline.ca/en/humanrights/endoflife/latimer/victim-murderer].
- ❖ “Select Committee on Dying with Dignity”, Dying with dignity report (March 2012) [http://www.assnat.qc.ca/en/actualites-salle-presse/nouvelle/Actualite-25939.html].

Video:

- ❖ Robert Latimer’s interview with Anne-Marie Dussault, *Radio-Canada* (17 February 2011).

Readings:

- ❖ Martha Butler, Marlisa Tiedemann, Julia Nicol and Dominique Valiquet, « Euthanasia and Assisted suicide in Canada », Library of Parliament, publication no 2010-68-E Révisée le 15 février 2013) [http://www.parl.gc.ca/Content/LOP/ResearchPublications/2010-68-e.pdf].
- ❖ Marlisa Tiedemann, Julia Nicol and Dominique Valiquet, « Euthanasia and Assisted Suicide, International Experiences », Library of Parliament, Publication No. 2011-67-E (8 April 2011) [http://www.parl.gc.ca/Content/LOP/ResearchPublications/2011-67-e.pdf].
 - ➔ Read sections 1 (introduction), 2 (USA), 4 (Netherlands) and 6 (Belgium) only.

Class 7 (October 17th): Language rights

Class presentations:

- ❖ A messy history of confrontations in the land of the two solitudes: Ontario's *Regulation 17*, Manitoba's *Thornton Law* and Québec's *Bill 101* on education.
- ❖ Charles Taylor on individual versus group rights: *Multiculturalism and The Politics of Recognition*.
- ❖ Two recent significant cases on education and health care:
 - *Doucet-Boudreau v Nova Scotia (Minister of Education)*, 2003 SCC 62.
 - *Lalonde v Ontario (Commission de restructuration des services de santé)*, (2001) 153 OAC 1.

Readings:

- ❖ Sharpe & Roach, chapter 16.
- ❖ Graham Fraser, "Language rights: liberties, claims and a very Canadian Conversation", *Policy Options*, February 2007 [<http://irpp.org/assets/po/the-charter-25/fraser.pdf>].

Monday 21 October

Reminder: You must submit your topic today.

Class 8 (October 24th): Gender discrimination, Sexual orientation and Abortion

Class presentations:

- ❖ The Story of Jane Doe:
 - *Doe v Metropolitan Toronto (Municipality) Commissioners of Police*, (1998) 39 OR (3d) 487.
 - The Story of Jane Doe, *The Story of Jane Doe*, Random House Canada, 2003.
 - Michele Henry, "Jane Doe says police still in dark", *The Toronto Star* (25 October 2008) [http://www.thestar.com/news/crime/2008/10/25/jane_doe_says_police_still_in_dark.html].
- ❖ Sexual orientation:
 - *Egan v Canada*, [1995] 2 SCR 513.
 - *Re Same-Sex Marriage*, 2004 SCC 79.
 - *Re Marriage Commissioner Appointed Under The Marriage Act*, 2011 SKCA 3 [http://www.law.ualberta.ca/centres/ccs/rulings/Saskatchewan_Marriage_Commissioner_Reference.php].
- ❖ Abortion: Henry Morgentaler's legacy
 - *R v Morgentaler*, [1988] 1 SCR 30.
 - *Tremblay v Daigle*, [1989] 2 SCR 530.

Video:

- ❖ *A Matter of Choice: A film on reproductive freedom*, Francine Zuckerman, 1993.

Readings:

- ❖ Julie Cool, “Wage Gap Between Women and Men”, Library of Parliament, Publication No. 2010-30-E (29 July 2010) [<http://www.parl.gc.ca/Content/LOP/ResearchPublications/2010-30-e.pdf>].
- ❖ “Women’s Rights are not negotiable”, *Fight for Pay Equity* [<http://www.psa-afpc.com/documents/issues/PayEquity-E.pdf>].
- ❖ Laurie Monsebraaten, “Ontario’s gender pay gap inspires call for Equal Pay Day”, *The Toronto Star* (9 April 2013) [http://www.thestar.com/news/canada/2013/04/09/ontarios_gender_pay_gap_inspires_call_for_equal_pay_day.html].
- ❖ John Fisher, "Outlaws or In laws? Successes and Challenges in the Struggle for LGBT Equality" (2004) 49 McGill LJ 1183 [<http://lawjournal.mcgill.ca/documents/4fishe.pdf>].

October 31st: Fall Break

Class 9 (November 7th): Racial discrimination, Indigenous People and Special programs

Class presentations:

- ❖ Mark Twain’s *Adventures of Huckleberry Finn*.
- ❖ “Positive discrimination?”:
 - *R v Kapp*, [2008] 2 SCR 483.
 - *Alberta (Aboriginal Affairs and Northern Development) v Cunningham*, [2011] 2 SCR 670.
- ❖ Racial profiling and discrimination in Ontario:
 - Ontario Human Rights Commission, “Paying the price: The Human Cost of Racial Profiling” [http://www.ohrc.on.ca/sites/default/files/attachments/Paying_the_price%3A_The_human_cost_of_racial_profiling.pdf].
 - Sammy Yatim’s death.

Readings:

- ❖ Shauna Troniak, “Addressing the Legacy of Residential Schools”, Library of Parliament, Publication No. 2011-76-E (17 November 2011) [<http://www.parl.gc.ca/Content/LOP/ResearchPublications/2011-76-e.pdf>].

- ❖ Kiera L Ladner and Michael McCrossan, “The Road Not Taken: Aboriginal Rights after the Re-Imagining of the Canadian Constitutional Order” in Christopher P Manfredi and James B Kelly (eds) *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms* (Vancouver: UBC Press, 2009).

Class 10 (November 14th): Tense political climates at home: civil liberties endangered

Class presentations:

- ❖ The *War Measures Act* well employed? Ukrainians during WWI, Japanese during WWII and the October 1970 Crisis.
- ❖ A landmark in Canada’s judicial history against arbitrary state actions: Roncarelli.
 - *Roncarelli v Duplessis*, [1959] SCR 121.
 - Dicey on the Rule of Law.
 - Cf the McGill Law Journal special issue for the 50th anniversary of the decision, vol 55:3 [<http://lawjournal.mcgill.ca/issues.php>].
- ❖ Special powers during the G20 Summit in Toronto: A bridge too far?
 - Ontario’s Ombudsman, “Caught in the Act”, Ministry of Community Safety and Correctional Services (12 July 2010) [<http://www.ombudsman.on.ca/Investigations/SORT-Investigations/Completed/G20-summit--Caught-in-the-Act-br---December-2010.aspx>].

Video:

- ❖ *Les Ordres*, Michel Brault (1974) (excerpts).

Readings:

- ❖ Dominique Clément “The October Crisis of 1970: Human Rights Abuses Under the *War Measures Act*” 42:2 J of Can Studies 160.
- ❖ The G20 in Toronto:
 - Watch: “Toronto G8 Exposed” [<http://www.youtube.com/watch?v=Hcl6aBqZTZI#at=5055>].
 - Wendy Gillis, “Toronto police settle G20 human rights case against paraplegic man”, *The Toronto Star* (6 March 2012) [http://www.thestar.com/news/gta/2012/03/06/toronto_police_settle_g20_human_rights_case_against_paraplegic_man.html].
- ❖ Bill 78 during the Maple Spring:
 - “Quebec adopts emergency law to end tuition crisis”, CBC (18 May 2012) [<http://www.cbc.ca/news/canada/montreal/story/2012/05/18/quebec-student-protest-law-bill-78.html>].
 - “Quebec human rights commission slams Bill 78”, CBC (19 July 2012) [<http://www.cbc.ca/news/canada/montreal/story/2012/07/19/quebec-human-rights->

commission-on-bill-78.html].

Monday, 18 November

Reminder: Essays must be sent and Wikipedia articles must be finalized today.

Class 11 (November 21st): International context: Extraditions, Torture and National Security

Class presentations:

- ❖ Deportations: Death penalty and Torture.
 - *United States v Burns*, 2001 SCC 7 (cf *Kindler v Canada (Minister of Justice)*, 1991 SCC 70).
 - *Suresh v Canada (Minister of Citizenship and Immigration)*, 2002 SCC 1.
 - Maher Arar in Syria and the public inquiry.
 - *Abdelrazik v Canada*, 2009 FC 580.

- ❖ Security Certificates and use of information obtained through torture:
 - *Charkaoui v Canada (Minister of Citizenship and Immigration)*, 2007 SCC 9.
 - Letter from Vic Toews to Richard Fadden, “Ministerial Direction to the Canadian Security Intelligence Service: Information Sharing With Foreign Entities” [<http://cips.uottawa.ca/wp-content/uploads/2012/04/PS-ATIP-A-2011-00297-March-2012-InformationSharing.pdf>].
 - Amnesty International, Canada must withdraw Ministerial Direction on information sharing with foreign entities tainted by torture [<http://www.amnesty.ca/news/news-item/canada-must-withdraw-ministerial-direction-on-information-sharing-with-foreign-entiti>].

- ❖ The last Western citizen detained in Guantanamo: the Omar Khadr saga.
 - *Canada (Justice) v Khadr*, 2008 SCC 28.
 - *Canada (Prime Minister) v Khadr*, 2010 SCC 3.
 - UNICEF’s stance: “Anthony Lake, Statement by UNICEF Executive Director on the case of Guantanamo Bay detainee, Omar Khadr” [http://www.unicef.org/media/media_53747.html].
 - And the Toronto Sun’s [<http://www.torontosun.com/2012/01/29/whitewashing-omar-khadr>].

- ❖ Universal jurisdiction: should we judge some foreign criminals and not others?
 - Crimes Against Humanity and War Crimes Act, SC 2000, c 24 [<http://laws-lois.justice.gc.ca/PDF/C-45.9.pdf>].
 - The Léon Mugesera and Désiré Munyaneza case.
 - Henry Kissinger, “The Pitfalls of Universal Jurisdiction”, *Foreign Affairs*, July/August 2001 [<http://www.globalpolicy.org/component/content/article/163/28174.html>].

Video:

- ❖ *You Don't Like the Truth: 4 Days Inside Guantanamo*, Luc Côté and Patricio Henriquez (2010) (excerpts).

Readings:

- ❖ *War Criminals: The Deschênes Commission*, Current Issue Review 87-3E.
[<http://www.parl.gc.ca/Content/LOP/researchpublications/873-e.pdf>].
- ❖ Kent Roach, “National Security and the Charter” in Christopher P Manfredi and James B Kelly (eds) *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms* (Vancouver: UBC Press, 2009).
- ❖ Cory Wanless, “Corporate Liability for International Crimes under Canada's Crimes against Humanity and War Crimes Act” 7 J Int'l Crim Just 201.

Class 12 (November 28th): Looking back, moving forward

Class presentations:

- ❖ The Canadian *Charter*, a “founding myth”? (focus on the passages dealing with the Charter as Canadian identity in the following readings):
 - Hugh Segal, “How we got the Charter: a reality check”, *Policy Options*, February 2007.
[<http://irpp.org/assets/po/the-charter-25/segal.pdf>].
 - Sujit Choudhry, “Bill of Rights as instruments of Nation Building” in Christopher P Manfredi and James B Kelly (eds) *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms* (Vancouver: UBC Press, 2009).
 - Charles Taylor, “Shared and Divergent values” in *Reconciling the solitudes : essays on Canadian federalism and nationalism* (Montréal: McGill-Queen's University Press, 1993).
- ❖ The Bouchard-Taylor commission and report: breaking the wall between the courthouse and civil society?

Readings:

- ❖ Andrew Petter, “Legalize This” and “Conclusion”, *The Politics of the Charter* (Toronto: University of Toronto Press, 2010).
- ❖ Peter H Russell, “The Charter and Canadian democracy”, in Christopher P Manfredi and James B Kelly (eds) *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms* (Vancouver: UBC Press, 2009).
- ❖ Friedrich Nietzsche, “The Prologue of Zarathustra”, *Thus Spake Zarathustra*
[http://en.wikisource.org/wiki/Thus_Spake_Zarathustra/Prologue].

Class 13 (November 5th): Catch-up and Review session

No new material. We will catch-up and discuss any points we might not have had time to cover. I will answer questions you might have concerning the exam.

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://www2.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://www2.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 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://www2.carleton.ca/pmc/new-and-current-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://www2.carleton.ca/equity/>

Plagiarism

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized.

Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination:

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers, essays or Wikipedia page.