

RECOMMENDED TEXTS (NOT REQUIRED)

To provide students with multi-dimensional perspectives in understanding the various themes discussed in this course, a variety of relevant readings will be provided for each class. Supplementary texts will be available either at the Chet Mitchell Law Resource Center (D494—Loeb building) or posted electronically at the course WebCT.

USEFUL LINKS

The International Bill of Rights, available online at: <http://www.unhchr.ch/html/menu6/2/fs2.htm>

The Canadian Bill of Rights, available online at: <http://laws.justice.gc.ca/en/showdoc/cs/C-12.3///en?page=1>

The Canadian Charter of Rights and Freedoms, available online at: <http://laws.justice.gc.ca/en/charter/>

The Canada Human Rights Act, available online at: <http://laws.justice.gc.ca/en/H-6/text.html>

The Ontario Human Rights Code, available online at: <http://www.ohrc.on.ca/en/resources/code>

COURSE EVALUATION

All written assignments must be completed in order to pass the course.

Assignment	%	Deadline Due (ON/ BEFORE)
Reading Analysis (1)	15	23 September
Essay Proposal	15	7 October
Discrimination Case Study	20	21 October
Reading Analysis (2)	15	11 November
Research Essay	35	25 November
Total	100	

EVALUATION SCHEME

The focus of this course is not only to explore theories, rather discuss issues and cases related to equality and discrimination in and outside Canada. Hence, despite the size of the class, there will be a major focus on discussion. You are expected to have read all of the material assigned for each class and to come to class prepared to discuss them in interactive settings. Evaluation scheme of the course includes:

1. READING ANALYSES (15% EACH)

Over the course of the term, each student is to submit two (2) critical reading analyses of his/her choice of two different required readings in the course. Each reading analysis should be analyzed in relation to the theme of the course, their positive/negative contribution to the discussion of equality and discrimination. Although no further research is associated/required with this assignment, yet, students are encouraged to use case study of their choice to prove/refute the reading's claim/thesis. Each reading analysis will be 3-5 double-spaced pages maximum.

2. ESSAY PROPOSAL (15%)

Students will have the choice of selecting the topic of their final essay (should be different from reading analyses and discrimination case). This assignment requires you to produce a 3-5 double-spaced pages (maximum) research proposal that will form the basis of your final essay on issue of your interest related to the theme of the course. Students are encouraged to incorporate an interdisciplinary perspective to review journal articles, case laws, newspapers,..etc. Proposal should include a title; research question; thesis statement; case study; a short list of bibliography. If they wish, students are welcomed to discuss their selected topics with me before they start their research work, and/or during class to get their colleagues feedback and suggestions.

3. DISCRIMINATION CASE STUDY (20%)

3-4 topics will be distributed (or posted at the course WebCT) on issues of discrimination in Canada. You will have the choice to choose only ONE issue to write a short research paper on its origins and current debates, and to critically examine the possible solutions from both legal and social perspectives. Your analytical research should not exceed 5 pages; double spaced, including references and bibliography.

4. FINAL ESSAY (35%)

Subsequent to retaining the essay proposal, students are required to complete their final paper that should be from 12-15 pages in length including notes and bibliography incorporating your professor's suggestions/recommendations. Please do not forget to attach your proposal to the final essay. Detailed instructions for writing the essay will be made available on the WebCT. Essays should be handed in to the instructor, or dropped off at the department's drop-box.

COURSE SCHEDULE & READINGS**DATE WEEKLY TOPICS AND REQUIRED READINGS****Sept. 9** **Introduction**

- Welcome to the class; distribution of course outlines; general introduction to the course materials; overview of the WebCT tools used in the class, and course's expectations

Sept. 16 **Conceptual Framework in the Study of Equality and Discrimination**

- Freeman, M. (1994). "The philosophical foundations of human rights." *Human Rights Quarterly*, 16(3), pp. 491-514—WebCT.
- Beatty, D. (1996). "The Canadian Conception of Equality" *The University of Toronto Law Journal*, 46(3), pp. 349-374—WebCT.
- Donnelly, J. (1998). "Human Rights: A New Standard of Civilization?", *International Affairs* 74(1), pp. 1-23—WebCT.

Sept. 23 **Guidelines And Resources: How To Research Your Essay?**

- Guest Lecturer: *Michelle Devidi*—Subject Specialist in Law and Human Rights, Carleton University Library
- A comprehensive workshop to the library different databases, electronic journals, government documents and others helpful resources in researching your topics.

Reading Analysis (1) is due**Sept. 30** **Gendered Inequality In Canada: Some Historical Reflections**

- Textbook, chapter (6).
- The Royal Commission on the Status of Women: (<http://www.historyofrights.com/events/rcsw.html>)
- O'Neill, B. (2003). "The Royal Commission on the Status of Women: Looking Back, Looking Forward"—WebCT.

Oct. 7 **Anti-Discrimination Practices "In Real Life"**

- Guest Lecturer: *Linda Capperault*—Director of the Equity services Center at Carleton University.
- Van Dyke, V.(1973). "Human Rights Without Discrimination", *The American Political Science Review* 67(4), pp. 1267-1274 —WebCT.

Research Proposal is due

Oct. 14 Racism and Racial Inequality

- Textbook, chapter (3).
- Bell, D. (1999), “Which Rights Are Universal?” *Political Theory*, 27(6), pp. 849-856.—WebCT.
- Young, D. (2006). “Ethno-racial Minorities and the Juno Awards”, *Canadian Journal of Sociology* 31(2), pp. 183-210—WebCT.

Oct. 21 Anti-Discrimination In Canada

- Hucker, J. (1997). “Antidiscrimination Laws in Canada: Human Rights Commissions and the Search for Equality”, *Human Rights Quarterly* 19(3), pp. 547-571—WebCT.
- Denike, M. (2007). “Religion, Rights, and Relationships: The Dream of Relational Equality” *Hypatia*, 22(1), pp. 71-91—WebCT.
- Textbook, chapter (11).

Discrimination case study is due**Nov. 4 Ethnicity and Visible Minorities**

- Smithey, S. (2001). “Religious Freedom and Equality Concerns under the Canadian Charter of Rights and Freedoms”, *Canadian Journal of Political Science* 34(1), pp. 85-107—WebCT.
- Veitch, E. (1990). “Language, Culture and Freedom of Expression in Canada”, *The International and Comparative Law Quarterly* 39(1), pp. 101-119—WebCT.
- Textbook, chapter (4); (9).

Nov. 11 Stereotypes: Discrimination?

- Lerner, N. (1981). “New Concepts in the UNESCO Declaration on Race and Racial Prejudice”, *Human Rights Quarterly*, 3(1), pp. 48-61—WebCT.
- Forbes, D. (1993). “The Challenge of Ethnic Conflict: Canada: From Bilingualism To Multiculturalism”, *Journal of Democracy* 4(4), pp.69-84—WebCT.
- Textbook, chapter (2).

Reading Analysis (2) is due**Nov. 18 Free Speech: A Canada’s Diversity Model**

- Mahoney, Kathleen. (1992). “The Canadian Constitutional Approach to Freedom of Expression in Hate Propaganda and Pornography,” *Law and Contemporary Problems*, 55(1), pp 77-105—WebCT.
- Bentley, Kristina. (2006). If Baboons Could Talk . . . J.S. Mill on Freedom of Speech and the Limits of Racial Discourse, *Politikon*, 33(1), pp. 31–44—WebCT.
- Textbook, chapter (7).

Nov. 25 Multiculturalism—Living With Differences?

- Dakrouy, Aliaa. (2006). “Pluralism and the Right to Communicate in Canada”, *Media Development: Journal of the World Association for Christian Communication*, LIII(1), pp. 36-40—WebCT.
- Brotz, H. (1980). “Multiculturalism in Canada: A Muddle”, *Canadian Public Policy* 6(1), pp. 41-46—WebCT.
- Textbook, chapter (10).

Research Essay is due

IMPORTANT NOTES

- *For Religious observance:* to be worked out on individual basis with the professor. Please consult Equity Services Website or an Equity Advisor (ext. 5622) for Policy and list of Holy Days (www.carleton.ca/equity).
- *For Pregnancy:* Pregnant students requiring academic accommodations should contact Equity Services to obtain a *letter of accommodation* (ext. 5622). The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.
- *Plagiarism and Other Academic Offences:* It is a serious violation of university regulations to take credit for the work of others. Students are expected to consult and become familiar with Carleton University's policies on plagiarism. All sources must be cited according in the APA style, this includes all paraphrased work and accredited internet sources. A student caught plagiarizing will be referred to the Dean of Students for disciplinary action.
- *Communication Outside of the Class:* Please note that the course WebCT is the primary tool for communicating electronically with students outside of class. Students should check Web-CT on a daily (regular) basis for information updates concerning assignments, announcement, readings,..etc. In addition, please note that the instructor may make any changes to this course outline on the WebCT at any time during this term (Fall 2008). Therefore, students are highly advised to regularly check in the syllabus available on their WebCT accounts.
- *Expectations:* I believe that it is one of my students' "rights" to know exactly my expectations, and the basis of my evaluation of their performance in this course. Hence, a detailed rubric for each assignment will be discussed in class, and will be posted as early as possible on the course WebCT.
- *Satisfactory In-Class Performance* in this course includes: 1) Regular class attendance; 2) Reading and preparing the course materials; 3) Being actively engaged in the weekly discussions; 4) Submitting your work on-time; 5) Being well-organized and prepared to contribute and lead the discussion throughout the course.
- *Satisfactory Written Performance* in this course includes: 1) Doing a reasonable amount of research (not merely depending on the course readings as the only resource; 2) effective use of primary resources, relying basically on refereed academic publication; 3) AVOID the use of internet non-academic sources; 4) Following APA style; 5) Ensuring that work handed in is free from any grammar and spelling mistakes; 6) having a clear thesis statement in your essay/proposal/analyses; 7) using appropriate methodology; and 8) Depending on an appropriate theoretical background; 8) your work is typewritten, double-spaced, 12pt Times New Roman font with standard 1inch margins; 9) you have included a title page (indicating: course code, your name; student number; professor's name; and the date of submission).
- *Standing:* "Standing in a course is determined by the course instructor subject to the approval 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 dean."
- *Grading system:* According to Carleton University grading system (section 2:3) of the undergraduate calendar, the following percentage equivalents apply to the course final grades:

A+	90-100	B+	77-79
A	85-89	B	73-76
A-	80-84	B-	70-72
C+	67-69	D+	57-59
C	63-66	D	53-56
C-	60-62	D-	50-52
		F	0-49

- *In fairness for all students*, the professor WILL NOT review or comment on any assignments' draft by e-mail prior to submission. Instead, I will be happy to discuss any questions, inquiries, writing advices in person during the office hours, in-class, or at the WebCT chat.
- *Missed assignments* will NOT be deferred unless an official note is submitted to and approved by the instructor. If you find that you are unable to complete an assignment for the date in which it is due, you must make accommodation with the instructor AT LEAST 24 HOURS PRIOR TO the start of the class in which the assignment is due. Accommodation will only be made for valid, verifiable circumstances that would prevent the student from attending the class or completing the assignment. Poor time management or planning is not a valid circumstance. Please consult the Registrar's office webpage for more information: (<http://www.carleton.ca/registrar/>).
- *Late submission*: All Late written work will be marked down by ONE-half letter grade on EACH day being late (A- to B+; B+ to B;...etc).
- *Assignments' delivery*: To maximize the safe delivery of any written assignment, you are requested to submit them either to the instructor in person or department's drop-in box. Please DO NOT submit your papers by attached files to the emails or dropping them under the instructor's doorstep; They WILL NOT BE ACCEPTED.
- *Retaining course work assignments*: All written assignments will be evaluated by the instructor, grades will be posted at the course WebCT, and papers (report, cases, and essay) are to be picked up from the instructor in person (or her TA) in class.
- *Backup*: For your protection, please keep a copy of your work. In case of loss, theft, or dispute over authorship, or any other eventuality, it is your exclusive responsibility to provide the original essay/analyses/cases..etc.