

## Course Outline

<b>COURSE:</b>	<b>LAWS 3503 A - Equality and Discrimination</b>
<b>TERM:</b>	<b>Fall 2010</b>
<b>PREREQUISITES:</b>	<b>One of LAWS 2004 [1.0], LAWS 2005 [1.0] or LAWS 2105</b>
<b>CLASS:</b>	<b>Day &amp; Time: Thursdays from 11:35 a.m. to 2:25 p.m.</b> <b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR: (Contract)</b>	<b>Dr. Aliaa Dakroury</b>
<b>CONTACT:</b>	<b>Office: C476 LA (Loeb Building) Tower C</b> <b>Office Hours: 1) Course WebCT chat; or</b> <b>2) By appointment.</b>  <b>Email: <a href="mailto:adakrou@connect.carleton.ca">adakrou@connect.carleton.ca</a></b> <i>Please note that the course WebCT email tool is the <b>main method</b> of communication with the professor and with her teaching assistant.</i>

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"Students with disabilities requiring academic accommodations in this course must contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary Letters of Accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible, but no later than two weeks before the first assignment is due or the first test requiring accommodations. For further information, please see: [http://www.carleton.ca/pmc/students/accom\\_policy.html](http://www.carleton.ca/pmc/students/accom_policy.html) . If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15, 2010 for Fall exams and March 12, 2011 for Winter exams**. For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: [www.carleton.ca/equity](http://www.carleton.ca/equity)

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### COURSE DESCRIPTION & OBJECTIVE

The course examines issues of discrimination in the Canadian society through a critical examination of the different ways of thinking about and responding to group-based inequalities. As Article (1) of the *Universal Declaration of Human Rights* stated that "All human beings are born free and equal in dignity and rights", this course intends to uncover and critically assess the current challenges that face the practice of such rights and freedoms on the international and Canadian spheres. The main goal of this course is to provide a basic understanding of the principal laws relating to equality and human rights in Canada and to encourage critical and creative thinking about the role of law and the legal and social systems in furthering/inhibiting equality and in responding to issues of discrimination. Adopting a human rights lens, and using a variety of academic articles, the course will look at the history of discrimination; the "rights" debates; the different theoretical approaches to the conceptualization of human rights; and the meaning of equality and discrimination. Using a group of Canadian and international case studies, we will explore the present day experiences of discrimination and inequality. Examples of cases studies are, but not limited to, racism; ethnicity; gender inequality; free (vs.) hate speech; and multiculturalism among others.

### REQUIRED TEXTS

- Dakroury, A. (2009). *Communication and Human Rights*. Dubuque, IA: Kendall/Hunt Publishing. (Available at the Carleton University Bookstore).
- **Other Required Readings:** Other **required** readings include online journal articles posted on the course WebCT in a downloadable format. Students will be expected to retrieve copies of these readings and read them in preparation for the appropriate classes. Hence you are strongly advised to **regularly** check the course WebCT for course updates and announcements.

**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 components ***must be*** completed in order to pass the course.

<b>Assignment</b>	<b>%</b>	<b>Deadline Due</b>
Reading diary	25	Weekly/ongoing
In-class Presentation	35	To be scheduled
Discrimination case study	40	<b>On 11 November 2010</b>
<b>Total</b>	<b>100</b>	

**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. Class interventions should reflect knowledge of the assigned readings. Evaluation scheme of the course includes:

**1. READING DIARY (25%)**

Students are expected to attend and participate **actively** in all classes. It is assumed that you have done the readings and that you are prepared to discuss them in class. For that, and over the course of the term, each student is to submit a weekly reading journal where they analyse and critically reflect on all weekly assigned readings. A **one (1) single-spaced page** outline should be handed to the professor (or her TA) **before** the start of the class. Typically, a reading diary is a personal ongoing reflection of the main ideas argued in the assigned weekly readings. Each reading diary should be analyzed in relation to the theme of the course, their positive/negative contribution to the discussion of equality and discrimination in/outside Canada. 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. (i.e., newspapers are an excellent source for a variety of examples and cases; you can have them either in printed or electronic formats). Students should be prepared to discuss their diaries in an interactive setting **weekly**.

**2. IN-CLASS PRESENTATION (35%)**

Students will be required to prepare and present **one (1)** oral presentation in-class to be scheduled throughout the course. The main objective of this assignment is to provide: (1) your colleagues with your informed opinion about a particular issue/debate/idea related to the theme of the course; and (2) to reflect on how the project /issue can be situated vis-à-vis the ideas/concepts/arguments presented in the course readings and lectures. Below are the preliminary guidelines of your presentation, yet, the professor will post all related details on the course WebCT as early as possible:

- The class will be organized into "research teams" consisting of approximately 5-6 students. Each team will have to select a topic of their choice that represents from their perspective an interesting topic dissecting one dimension of the relationship between equality and discrimination and human rights.
- To avoid duplicated topics, please consult your professor (or her TA) **BEFORE** you start your research.

- Students (members of the research group) will elect ONE group leader to organize their research, be responsible of taking minutes of their meetings, and communicating the research findings with the professor/her TA throughout the course.
- Students are encouraged to use illustrative materials to stimulate the class discussion during and after the presentation (e.g. newspapers, magazines, radio, TV, movies, etc.). If this is the case, they must make appropriate arrangements to load and test technology prior to the class and be ready to start their presentation at exactly 2:35 a.m.
- An outline of the presentation's key points should be handed to the professor **BEFORE** the presentation (and if you are using PPP, make sure you send it electronically to the professor at least one day prior to your presentation using the WebCT account to avoid any technical problems).
- At the end of this project (i.e. during your oral presentation), each group will be assigned to present to the rest of the class their research: 1) their research question; 2) their research (how they have researched it? ; 3) main findings/results ; and 4) case studies proving their results (i.e. case-law, examples..etc.).
- **All** team members must be **present** during their scheduled oral presentation (yet, they may wish to elect one or more student(s) to present on their behalf).
- Only one "team score" will be allocated, with all members of the team receiving the **same grade**, excluding situations in which individual group members are deemed by their fellow group members as not having adequately contributed to the group project. In such cases the professor reserves the right to award a different (i.e. lower/higher) mark for this assignment to the person in question).
- Marks of this project will be assigned to the research team based on the quality of their research, critical application of the theoretical framework, and the presentation efforts and skills, among other criteria posted on the WebCT and discussed in class.
- You must make your presentation during the class for which it was assigned. Missed presentations will **NOT** be deferred unless an official note (as in the case of documented illness or medical emergency) is submitted to and approved by the professor.
- The presentations should be approximately 15 minutes in duration. Once the presentation has been made, the team is expected to answer questions and to lead a class discussion for approximately 5-10 minutes.

#### 4. **DISCRIMINATION CASE STUDY (40%)**

A list of topics will be distributed (and/or posted at the course WebCT) on issues of discrimination in Canada. You will have the choice to choose only **ONE (1)** issue to write a research paper on its origins and current debates, and to critically examine the possible solutions from both legal and social perspectives. Your paper should not exceed 12-15 pages long; double spaced, including references and bibliography. (Detailed guidelines will be posted on the course WebCT). The discrimination case study assignment is due on/before **11 November 2010 in-class**. The professor will create a drop-in box on the course WebCT to submit electronically your essay on/before the due date (as a backup). p.s.: If you wish to write your paper on a specific topic, you will be required to send a one paragraph proposal/outline to your professor (or her TA) for approval at least 2 weeks before the assignment's due date. In this case, you will not be allowed to write your essay on the same topic of your presentation (i.e. they should be different).

**COURSE SCHEDULE & READINGS**

<b><u>DATE</u></b>	<b><u>WEEKLY TOPICS AND REQUIRED READINGS</u></b>
Week (1): Sept. 9	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
Week (2): Sept. 16	<p><b><u>Conceptual Framework in the Study of Equality and Discrimination</u></b></p> <ul style="list-style-type: none"> <li>Freeman, M. (1994). "The philosophical foundations of human rights." <i>Human Rights Quarterly</i>, 16(3), pp. 491-514—WebCT.</li> <li>Textbook, Introduction, and Chapter (2).</li> <li><b><u>Weekly Workshop:</u></b> <i>What does equality mean? And what is the relationship with human rights?</i></li> </ul>
Week (3): Sept. 23	<p><b><u>Guidelines And Resources: How To Research Your case-study?</u></b></p> <ul style="list-style-type: none"> <li><b><u>Guest Speaker:</u></b> <i>Michelle Atkin—Subject Specialist in Law and Human Rights Carleton University Library.</i></li> <li>A comprehensive workshop to the library different databases, electronic journals, government documents and others helpful resources in researching your topics.</li> <li><b><u>Weekly Workshop:</u></b> <i>What is your presentation topic? And how to research it? What are the available resources at our library? And how to get them?</i></li> </ul>
Week (4): Sept. 30	<p><b><u>Historical Reflections on Gendered Inequality</u></b></p> <ul style="list-style-type: none"> <li>Schwartzman, Lisa. (1999). "Liberal Rights Theory and Social Inequality: A Feminist Critique". <i>Hypatia</i>, 14(2), pp. 26-47.</li> <li>O'Neill, B. (2003). "The Royal Commission on the Status of Women: Looking Back, Looking Forward"—WebCT.</li> <li><b><u>Weekly Workshop:</u></b> <i>Are we living in a "gendered" society? And why?</i></li> </ul>
Week (5): Oct. 7	<p><b><u>Anti-Discrimination Practices in "Real Life"</u></b></p> <ul style="list-style-type: none"> <li>Beatty, D. (1996). "The Canadian Conception of Equality" <i>The University of Toronto Law Journal</i>, 46(3), pp. 349-374—WebCT.</li> <li>Textbook, chapter 3.</li> <li>Van Dyke, V.(1973). "Human Rights Without Discrimination", <i>The American Political Science Review</i> 67(4), pp. 1267-1274 —WebCT.</li> <li><b><u>Weekly Workshop:</u></b> <i>Have you encountered any "discrimination" practices in your life?</i></li> </ul>
Week (6): Oct. 14	<p><b><u>Ethnicity And Visible Minorities</u></b></p> <ul style="list-style-type: none"> <li>Smithey, S. (2001). "Religious Freedom and Equality Concerns under the Canadian Charter of Rights and Freedoms", <i>Canadian Journal of Political Science</i> 34(1), pp. 85-107—WebCT.</li> <li>Foot, David K. &amp; Venne, Rosemary A. (2005). "Awakening to the Intergenerational Equity Debate in Canada". <i>Journal of Canadian Studies</i>, 39(1), pp. 5-21.</li> <li><b><u>Weekly Workshop:</u></b> <i>Ethnic minorities and the media: Are they visible...at all?!</i></li> </ul>
Week (7): Oct. 21	<p><b><u>Emerging inequality</u></b></p> <ul style="list-style-type: none"> <li>Epp, Charles R. (1996). Do Bills of Rights Matter? The Canadian Charter of Rights and Freedoms. <i>The American Political Science Review</i>, 90(4), pp. 765-779.</li> <li>Baker, Dana Lee. (2008). Issue Definition in Rights-Based Policy Focused on the Experiences of Individuals with Disabilities: An Examination of Canadian Parliamentary Discourse, <i>Disability &amp; Society</i>, 23(6), pp. 571-583.</li> <li><b><u>Weekly Workshop:</u></b> <i>What do you think about disability rights? Is there sufficient in accommodation?</i></li> </ul>

- Week (8): Oct. 28**     **Stereotypes and Racism**
- Lerner, N. (1981). "New Concepts in the UNESCO Declaration on Race and Racial Prejudice", *Human Rights Quarterly*, 3(1), pp. 48-61—WebCT.
  - Textbook, 4
  - **Weekly Workshop:** *What is the most common stereotypical practices in our society? Racism and color: Is there a relationship?*
- Week (9): Nov. 4**     **Multiculturalism—Living With Differences**
- Dakroury, 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.
  - Textbook, 6
  - **Weekly Workshop:** *Is multiculturalism offering Canada a possible solution to discriminative practices? and why?*
- Discrimination Case study is due**
- Week (10): Nov. 11**     **Anti-Discrimination In Canada**
- Hogg, Peter W. (1984). Canada's New Charter of Rights. *The American Journal of Comparative Law*, 32(2), pp. 283-305.
  - **Weekly Workshop:** *What is the role of legal and social institutions to achieve a discrimination free society?*
- Week (11): 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.
  - Textbook, 5
  - **Weekly Workshop:** *What is the difference between free speech and hate speech? How could that be discriminatory?*
- Week (12): Nov. 25**     **Wrap-up and final reflections**
- No assigned readings; presentations continue
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- Week (13): Dec. 2**     **Wrap-up and final reflections**
- No assigned readings; presentations continue.

### **IMPORTANT NOTES**

- ***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. The instructor will not respond to any other email accounts (hotmail, yahoo, google..etc). In case the WebCT is technically down, Carleton connect account is the only means of communication.
- ***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](http://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.

- **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 (or when announced in the WebCT 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 are to be picked up from the instructor in person (or her TA) in class or during her office hours. If you will not be available by the end of the course, please provide a pre-stamped envelope along with mailing address and it will be mailed to you.
- **Backup Tips:** 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.