

Course Outline

COURSE:	LAWS 3503 B - Equality and Discrimination
TERM:	Winter 2009
PREREQUISITES:	One of LAWS 2004 [1.0], LAWS 2005 [1.0] or LAWS 2105
CLASS:	Day & Time: Mondays from 8:35: 11:25 a.m. Room: Southam Hall room (306)
INSTRUCTOR: (CONTRACT)	Dr. Aliaa Dakroury
CONTACT:	Office: Loeb building, Tower C, Room # 476 Office Hrs: 1) Course WebCT chat; or 2) By appointment. Email: adakrou@connect.carleton.ca <i>Please note that the course WebCT email tool is the main method of communication.</i>

""Students with documented disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities include physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities, as well as other conditions. Registered PMC students are required to contact the PMC at 613-520-6608, early each term to ensure that your Instructor receives your Letter of Accommodation no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by March 6, 2009 for April exams." Also available at http://www.carleton.ca/pmc/faculty/acom_statement.html . For Religious and Pregnancy accommodations, please contact Equity Services, 613-520-2600 x. 5622 or their website: www.carleton.ca/equity

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. 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

- Fleras, Augie & Elliott, Jean-Leonard. (2007). *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada*, (5th edition). Toronto: Pearson prentice Hall. (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.unhcr.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)
In-class Participation	10	Weekly/ongoing
Reading Diary (part 1)	25	26 January 2009
Reading Diary (part 2)	25	23 March 2009
Discrimination case study	40	2 March 2009
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. IN-CLASS PARTICIPATION (10%)

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, students are required to bring every class one or more example/case study related to the weekly theme to discuss them in class or in groups. (i.e., newspapers are an excellent source for a variety of examples and cases; you can have them either in printed or electronic formats). Class interventions should reflect knowledge of the assigned readings. Students should be prepared to discuss their examples in an interactive setting **weekly**.

2. READING DIARY (25% EACH = 50% of your total mark)

Over the course of the term, each student is to submit **TWO (2)** reading diaries consisted of 5-6 pages maximum each where they analyse and critically reflect on all weekly assigned readings from the weeks (1) to (8) in part 1 of their diary that is due on **26 January 2009 in-class**. The 2nd part of the reading diary should cover all the readings from week (9) to week (13) and it is due on **23 March 2009 in-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.

3. DISCRIMINATION CASE STUDY (40%)

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 (1) issue to write a research paper on its origins and currents debates, and to critically examine the possible solutions from both legal and social perspectives. Your analytical paper should not exceed 10-12 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 **2 March 2009 in-class**.

COURSE SCHEDULE & READINGS

<u>DATE</u>	<u>WEEKLY TOPICS AND REQUIRED READINGS</u>
	<u>Introduction</u>
Week (1): Jan. 5	<ul style="list-style-type: none"> 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
	<u>Conceptual Framework in the Study of Equality and Discrimination</u>
Week (2): Jan. 12	<ul style="list-style-type: none"> Freeman, M. (1994). "The philosophical foundations of human rights." <i>Human Rights Quarterly</i>, 16(3), pp. 491-514—WebCT. Beatty, D. (1996). "The Canadian Conception of Equality" <i>The University of Toronto Law Journal</i>, 46(3), pp. 349-374—WebCT. <u>Weekly Workshop</u>: <i>What does equality mean?</i>
	<u>Gendered Inequality In Canada: Some Historical Reflections</u>
Week (3): Jan. 19	<ul style="list-style-type: none"> Textbook, chapter (6). O'Neill, B. (2003). "The Royal Commission on the Status of Women: Looking Back, Looking Forward"—WebCT. <u>Weekly Workshop</u>: <i>Are we living in a "gendered" society? And why?</i>
	<u>Guidelines And Resources: How To Research Your case-study?</u>
Week (4): Jan. 26	<ul style="list-style-type: none"> <u>Guest Lecturer</u>: 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. <u>Weekly Workshop</u>: <i>What is your essay topic? And how to research it?</i>
	<u>Reading Diary (1) is due</u>
	<u>Anti-Discrimination Practices "In Real Life"</u>
Week (5): Feb. 2	<ul style="list-style-type: none"> <u>Guest lecturer</u>: Mr. John Tackaberry, Media & External Communications, Amnesty International Canada. Van Dyke, V.(1973). "Human Rights Without Discrimination", <i>The American Political Science Review</i> 67(4), pp. 1267-1274 —WebCT. <u>Weekly Workshop</u>: <i>Have you encountered any "discrimination" practices in your life?</i>
	<u>Racism And Racial Inequality</u>
Week (6): Feb. 9	<ul style="list-style-type: none"> Textbook, chapter (3). Bell, D. (1999), "Which Rights Are Universal?" <i>Political Theory</i>, 27(6), pp. 849-856.—WebCT. <u>Weekly Workshop</u>: <i>Racism and color: Is there a relationship?</i>
Week (7): Feb. 16	<u>No class</u> <ul style="list-style-type: none"> Happy winter break!

Week (8): Feb. 23 **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.
- Textbook, chapter (4); (9).
- Weekly Workshop: *Ethnic minorities and the media: Are they visible...at all?!*

Week (9): Mar. 2 **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.
- Textbook, chapter (2).
- Weekly Workshop: *What is the most common stereotypical practices in our society?*
Discrimination Case study is due

Week (10): Mar. 9 **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, chapter (7).
- Weekly Workshop: *What is the difference between free speech and hate speech?*

Week (11): Mar. 16 **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, chapter (10).
- Weekly Workshop: *Is multiculturalism offering Canada a possible solution to discriminative practices? and why?*

Week (12): Mar. 23 **Anti-Discrimination In Canada**

- **Guest lecturer**: Ms. Valerie Phillips, Legal Counsel, Legal Advisory Services, Canadian Human Rights Commission.
- Textbook, chapter (11).
- Weekly Workshop: *What is the role of legal and social institutions to achieve a discrimination free society?*

Reading diary (2) is due**Week (13): Mar. 30** **Wrap-up and final reflections**

- No assigned readings.

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. The instructor will not respond to any other email accounts (hotmail, google..etc). In case the WebCT is technically down, Carleton connect account is the only means of communication.
- **Course Changes:** Please note that the instructor may make any changes to this course outline on the WebCT at any time during this term (Winter 2009). 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 are to be picked up from the instructor in person (or her TA) in class.
- ***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.