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<b>COURSE:</b>	<b>LAWS 4309A – State Security and Dissent</b>
<b>TERM:</b>	<b>Winter 2017</b>
<b>PREREQUISITES:</b>	<b>Fourth-year Honours standing and one of LAWS 3305, LAWS 3503, or LAWS 3509 or HIST 3305.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesdays, 18:05 – 20:55</b>
	<b>Room: Please check with Carleton Central for current room location</b>
<b>INSTRUCTOR: (CONTRACT)</b>	<b>Yavar Hameed</b>
<b>CONTACT:</b>	<b>Office: Contract Instructor’s Office, B442 Loeb Building</b>
	<b>Office Hrs: By appointment only</b>
	<b>Telephone: (613) 232-2688 ext. 228</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**

Methods of state control vary through times of war and peace, constantly shifting in an attempt to reconcile the apparent tension between protecting civil liberties and ensuring security. This shifting tide is impacted by individual acts and broader social movements, which challenge the parameters of state control. This course explores counter-hegemonic resistance to state institutions that ideologically define security and in tandem exercise repressive control over Canadian society. Particular emphasis is given to laws in Canada that curtail basic civil liberties and legal challenges that test the limits of security for the state and "state apparatus". The impact, successes and relevance of individual and collective struggles for equality and human rights are considered both historically and in a contemporary context in an effort to investigate the role of dissent within Canada. To this end, dissent is presented as both a practical and theoretical lens through which we may interrogate the construction of security and hegemonic control exercised by ideological and repressive state institutions.

**REQUIRED TEXT**

Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000). (Electronic Resource)

Readings: ASSIGNED TEXT AVAILABLE AS CARLETON LIBRARY ELECTRONIC RESOURCE: Canadian Electronic Library. Books Collection.  
AND AT OCTOPUS BOOKS – 116 THIRD AVENUE

**SUPPLEMENTARY TEXTS**

**(these are not mandatory for the course, but you will find them very useful for your project and your own personal study)**

David Barsamian. *Terrorism: Theirs & Ours* (An Interview with Eqbal Ahmed) (New York: Seven Stories Press, 2001).

Ward Churchill, *Acts of Rebellion*, (New York: Routledge, 2003).

Paulo Freire, *Pedagogy of the Oppressed (30<sup>th</sup> Anniversary Edition)*, (New York: Continuum International Publishing Group Inc., 2007).

Joel Harden, *Quiet No More: New Political Activism in Canada and Around the Globe* (Formac Lorimer, 2013).

David Theodore Goldberg, *The Racial State* (Wiley Blackwell, 2001).

Mike Larsen, Kevin Walby, eds. *Brokering Access: Power Politics and Freedom of Information Process in Canada* (Vancouver: UBC Press, 2012).

Martin Luther King Jr., *Why we Can't Wait* (New York: The New American Library Inc., 1964).

Gary Kinsman and Patrizia Gentile, *The Canadian War on Queers: National Security as Sexual Regulation* (Vancouver: UBC Press, 2010).

Gregory J. Inwood and Carolyn M. Johns, eds. *Commissions of Inquiry and Policy Change: A Comparative Analysis*. University of Toronto Press and the Institute of Public Administration of Canada, 2014.

Sherene Razack ed. *Race, Space and the Law: Unmapping a White Settler Society*, (Toronto: Between the Lines, 2002).

Sherene Razack, *Casting Out: The Eviction of Muslims from Western Law & Politics* (Toronto: University of Toronto Press, 2008).

Kent Roach, *September 11: Consequences for Canada* (Montreal: McGill-Queen's University Press, 2003).

Jeff Schmidt. *Disciplined Minds: A Critical Look at Salaried Professionals and the Soul Battering System that Shapes their Lives* (Rowman and Littlefield, 2000).

Maureen Webb, *Illusions of Security: Global Surveillance and Democracy in the Post-9/11 World* (San Francisco: City Lights, 2007).

Harsha Walia, *Undoing Border Imperialism* (AK Press, 2013).

**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.

The first three classes will take the form of a lecture followed by open discussion within the class. Students will be expected to hand in five questions pertaining to the readings that should be discussed during each seminar. These questions should be handed in every week at the end of class beginning in Week 2 until Week 12.

The remaining classes will consist of debates followed by general class discussion and/or a guest speaker.

### **Debate (30 % of Total Mark)**

The remaining nine weeks will be structured around debate resolutions. The resolution for each debate is provided in the syllabus, but may be modified by the instructor in consultation with the class to provide greater clarity.

Either individually or in pairs students will take a position for or against the resolution for a selected week. One week prior to the selected week, students will be required to submit a factum (written and sourced argument) and will be responsible during the week in question to present an oral argument for or against the resolution.

The debates themselves will be judged by a panel of students, the instructor and/or the guest lecturer. The remainder of the class will act as a jury and, after the close of the debate, the jury will deliberate in private and come up with an independent conclusion. The jury and judges will then explain their conclusion to the class. The outcome of the debate (i.e. who wins and who loses, nb: a tie or hung jury is also possible) will not be determinative of the mark assigned, but the level of preparation, contribution and interventions of the student debaters will form part of their participation mark.

Each debate will be preceded by a short introduction by the instructor. Thereafter, the student debates will continue from 1 to 1.5 hours (with intervening questions from the judges and the class) depending upon the flow of discussion. A good debate will not necessarily be cut off at a precise time, but will be moderated by the panel of judges.

### **Brief of Argument and External Readings 30%**

At least one week prior to the scheduled debate, the moving party (**for the Resolution**) is to identify a series of issues that are to be dealt with in the debate. The issues are necessary questions that must be answered in order to decide the ultimate resolution. Generally speaking, there should be approximately three issues to be addressed. One week before the debate, the students are to email the instructor with their factum (**brief of argument**). A precedent of the brief and detailed explanation on how to prepare the brief will be provided on cuLearn.

The brief will be approximately 10 to 15 pages in length. The brief should consist of a recitation and interpretation of the resolution question, an outline of the argument and a more detailed breakdown of the points to be argued, with appropriate footnotes and citations. The parties to the debate are required to exchange their main resources to be used in the argument at least one week before the debate. The parties are also responsible at that time to post their facta and list of resources to cuLearn for review by the class.

The brief should attempt to persuade the judges by drawing upon assigned and external readings. Where external readings are relied upon by either party, they are to be exchanged with the party opposite and the instructor prior to the debate. On the day of the debate, each group should have on hand an additional copy of its factum to submit to the instructor.

**Participation in the Course (20% of total mark)****Discussion Questions and Overall Participation 10%**

At the end of each class you will be required to hand in a two-page response to the readings assigned for the week. The response should consider the resolution question at issue, where applicable, and consider the implications for ideological or repressive control of society by the state or state institutions as defined by Althusser.

**Self-Assessed Participation in Debates and Class Discussion 10%**

In addition to participation in discussion as debaters, students will also be expected to contribute to class discussion as jury members, judges and in the plenary discussion/ seminar wherein active student participation is expected. The overall participation mark will be **self-assessed** by the students (i.e. you will determine your own participation mark out of 10) in consultation with the instructor at the end of the semester.

**Major Project (MP) (50% of Total Mark)****MP Proposal 10% (due (WEEK 5) on Wednesday February 8, 2017)**

You are to propose a major project for the course to respond to one of a series of topics that the instructor will distribute at the start of the term. The project must engage directly with the questions provided, but can take any one of various forms including: organizing a public discussion or seminar, creating a short documentary film, creating a blog or website, doing policy analysis with a view to providing the analysis to an NGO, government or private actor, proposing and developing the framework for a conference or dialogue, or other format approved by the instructor in consultation with the student.

The specifics of how to design the proposal will be discussed in class and a precedent proposal will be posted on cuLearn.

**MP Assignment and “Write Up” 40%**

The major project or “MP” will be assessed on the basis of content, creativity, original thinking, ability to assimilate course themes and readings, external research, relevance to the audience that is chosen for dissemination, structure and feasibility. An accompanying document or “write up” (approximately 10 pages) must be provided to explain the relationship of the project to the course themes or relevant social problem discussed in seminar. Each final write-up should also include: a self-assessment component, which explains any difficulties or limitations in the project that would assist the instructor in the evaluation process as well as a section that explains the project within the broader literature and/or suggests further methods of developing or using the project. Unless otherwise stated by the instructor or in the case of an extension, the **MP and write up are due on the last day of seminar, April 5, 2017**

**SCHEDULE****Week 1 (Wednesday January 11, 2017): Introduction and Background: Hegemony and Modes of State Control**

State security in liberal democracies is created and maintained by the use of violence and by the construction of institutions that ideologically promote conformity and adherence to the Rule of Law. While civil society is constrained by the overt and ideological modes of state control, movements of resistance develop within civil society at historical moments of political disequilibrium. Such movements challenge the priorities of the “Security State” and its modes of activity. This seminar introduces notions of power, hegemony and the relationship between hegemonic control of the security state and policy and legislative formation.

**Assigned Readings:**

Louis Althusser, “Ideology and Ideological State Apparatuses: Notes Towards an Investigation” in *Lenin and Philosophy and Other Essays* (London: New Left Books, 1971) 127. –/ cuLearn or see: [www.hu.mtu.edu/~rlstrick/rsvtxt/althuss1.pdf](http://www.hu.mtu.edu/~rlstrick/rsvtxt/althuss1.pdf)

Gary Kinsman et al., “How the Centre Holds- National Security as an Ideological Practice” in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 278- 85.

**Additional Suggested Reading:**

Paulo Freire, *Pedagogy of the Oppressed (30<sup>th</sup> Anniversary Edition)*, (New York: Continuum International Publishing Group Inc., 2007), chapter 2 at pp. 72-86.

Antonio Gramsci, *Prison Notebooks* (New York: Columbia University Press, 1994).

**PART I: Forming and Maintaining the Security of the Canadian State**

**Week 2 (January 18, 2017): State Formation and the Negotiation of National Interests**

As a White “settler society”, Canada was founded on principles, which privileged certain national and racial categories, while denying political and economic participation to other groups such as First Nations and immigrants from Asia and Africa. The formation of the Canadian State, therefore, reflects this hierarchy through an exclusionist immigration system and differential application of domestic laws based upon racial category.

**GUEST SPEAKERS: Former Laws 4309 Students Share their Past Projects and Experiences in the Course**

**Choose Debate Topics and Form Groups for Weeks 4 through 12**

**Assigned Readings:**

Sherene H. Razack, “Introduction: When Place Becomes Race” in Sherene H. Razack, ed., *Race, Space and the Law: Unmapping a White Settler Society*, (Toronto: Between the Lines, 2002) 1. **cuLearn**

Andrew Parnaby & Gregory S. Kealey, “The Origins of Political Policing in Canada: Class, Law, and the Burden of Empire” (2003) 41 *Osgoode Hall L.J.* 211. **cuLearn**

Harsha Walia, *Undoing Border Imperialism* (AK Press, 2013).

### **Week 3 (January 25, 2017): Surveillance and the Role of Security Intelligence**

Surveillance of Canadian society is an intrinsic part of state security and has played an important role in the evolution of the infrastructure of Canadian security intelligence. After the McDonald Commission in 1981, the Canadian Security Intelligence Service (CSIS) succeeded the RCMP as a civilian body mandated to investigate threats to Canadian national security. While ostensibly national security policing and intelligence functions were separated, the new entity failed to engender appropriate reliability or accountability to meet its invasive investigatorial powers. CSIS struggled to find its feet in the years immediately following the demise of the Cold War, but has gained renewed importance in the post 9/11 era. CSIS has been criticized for improper surveillance of racialized communities (including but not limited to Muslims and Arabs in Canada) and individuals as well as civil society organizations, protestors and environmental groups opposing government policies. These complaints bring into relief the potential for abuse in terms of the use of Canadian intelligence as a tool of control and alienation of those who are considered as culturally or ideologically “deviant” within the normative framework of belonging defined by Canada’s national security elite.

#### ***Guest Speaker on History of CSIS and National Security in Canada***

#### **Assigned Readings:**

Introduction in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 1-8.

“Spymasters, Spies, and their Subjects: The RCMP and Canadian State Repression, 1914-39” in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 18- 33.

BCCLA Complaint to SIRC re: Surveillance of Anti-Pipeline Protestors (February 6, 2014).  
**cuLearn**

#### **Suggested Readings:**

Michel Foucault, *Discipline and Punish: the Birth of the Prison* (New York: Vintage Books, 1995).

### **Week 4 (February 1, 2017): Oppression of Indigenous Rights**

Colonization of First Nations communities in Canada has resulted in devastating social ramifications for indigenous rights including adverse health effects, staggering poverty and systemic substance abuse and violence. Whereas First Nations communities have repeatedly drawn attention to the deplorable treatment of indigenous people in Canada, widespread social problems have historically been ignored, superficially treated or aggravated by the Canadian state. One such problem is that of treatment of aboriginal women in Canada. The murder of Tina Fontaine in August 2014 raised renewed calls by First Nations leaders for a public inquiry into murdered and missing aboriginal women. The Trudeau government has reversed the position of the Conservatives and has agreed to hold a public inquiry. Now the terms of the inquiry are at issue. Who should be included and who should be removed? Is the broadening of parameters of the inquiry lead to a dilution of its impact or significance?

**RESOLUTION: BE IT RESOLVED THAT the MMIW inquiry should include a consideration of the cases of murdered and missing indigenous men and boys.**

**Assigned Reading:**

R. Centa, P. Macklem, « Securing Accountability through Commissions of Inquiry: A Role for the Law Commission of Canada » (2001) 39 Osgoode Hall L J 117 **cuLearn**

J. Stutz, « What Gets Done and Why : Implementing the Recommendations of Public Inquiries » (2008) 51 Canadian Public Administration 501 **cuLearn**

« Forsaken : The Report of the Missing Women Commission of Inquiry » November 2012. **cuLearn**

**Week 5 (February 8, 2017): Racial Profiling or Fighting Domestic Terrorism? (MAJOR PROJECT PROPOSAL DUE)**

The Toronto-18, San Bernadino, the Paris attacks, the Lyon decapitation – all perpetrated by Muslims. Donald Trump has, in response to events in the United States called on a moratorium of Muslim immigration to the United States. It remains how this will play out during his term as President. For Canadian Muslims, who find themselves under increased scrutiny, there is a growing expectation that they conform to the expectations of a “good Muslim” or a good citizen in order to place themselves beyond suspicion. How does this expectation impact upon government policies and practices? Are the expectations of good citizenship applied consistently as between all religious and ethnic groups in Canada?

**RESOLUTION: BE IT RESOLVED THAT the social construction of the “good Muslim” facilitates the practice of racial profiling in Canada.**

**Assigned Readings:**

To be posted on cuLearn.

**PART II: STATE SECURITY AND DISSENT DURING TIMES OF WAR****Week 6 (February 15, 2017): Removal of Citizenship in Times of War**

During periods of war, individual freedom is often subverted in the interest of building a common movement and collective “war effort”. The promotion of nationalism provides moral justification for the promotion of state interests abroad, while it also serves to create and consolidate a generally compliant attitude within civil society susceptible to the suggestions of the dominant class. Canada’s recent enactment of the *Strengthening of Canadian Citizenship Act* creates new mechanisms for the revocation of citizenship on various grounds, including revocation from persons who are members of a foreign army at war against Canada as well as revocation from people who committed terrorism offenses or other serious offenses. Is citizenship revocation a legally and morally appropriate response to a person’s commission of serious crimes? What are the implications of removal of citizenship and should there be limits to this practice?

**RESOLUTION: BE IT RESOLVED THAT Canada should be permitted to revoke Canadian citizenship in the interest of protecting national security.**

**Assigned Readings:**

A Macklin, “Citizenship Revocation, the Privilege to Have Rights and the Production of the Alien” (2014) 40:1 *Queens Law Journal*. **cuLearn**



Bill C-24, *Strengthening of Canadian Citizenship Act* ;

online: <http://www.parl.gc.ca/HousePublications/Publication.aspx?Language=E&Mode=1&DocId=6684615&File=4>

Reference re: *Persons of Japanese Race* [1946] SCJ No. 7. **cuLearn**

## **CLASSES SUSPENDED FOR WINTER BREAK FEBRUARY 20 – 24, 2017**

### **Week 7 (March 1, 2017): Sexual Orientation and Ideological Security**

Frank Wake was a distinguished professor and one of the founders of Carleton University's department of psychology. His research was also at the forefront of the creation of the "Fruit Machine" - a device used by Canada during the Cold War designed to identify homosexuals and homosexual tendencies in subjects based on pupil dilation in response to images. He along with approximately 17 other Carleton Professors were involved in the development of research and technology for the Government of Canada for screening out homosexuals from the public service. Does this pattern of activity constitute a crime? Was Carleton deliberately involved in the persecution of and causing serious mental harm to homosexuals in Canada? In April 2016, coincident with a formal request by three Carleton students for an apology, President Runte delivered a form of apology for "...the ignorance, prejudice and cruelty of humans, over the centuries, the world over." What was this apology for? Was this an admission of Carleton's responsibility for the Fruit Machine? Was it a defense?

**RESOLUTION: BE IT RESOLVED THAT President Runte's statement from April 2016 was an apology for Carleton University's involvement in the "Fruit Machine" project.**

#### **Assigned Readings:**

"Constructing Gay Men and Lesbians as National Security Risks, 1950-70" in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 143-153.

"Debilitating Divisions: The Civil Liberties Movement in Early Cold War Canada, 1946-48" in Gary Kinsman et al, ed., *Whose National Security? Canadian State Surveillance and the Creation of Enemies* (Toronto: Between the Lines, 2000) 143-153.

#### **Recommended Reading:**

Gary Kinsman and Patrizia Gentile, *The Canadian War on Queers: National Security as Sexual Regulation* (Vancouver: UBC Press, 2010).

### **Week 8 (March 8, 2017): The Propaganda of War**

Canada has had a long and historically strained relationship between journalists and the military. The function of reporting on military activities runs up against concerns about revealing sensitive information about our war strategies, capacity and priorities. This tension appears to have been addressed to some degree by the creation of the Journalist Familiarization Course and embedding journalists within the Canadian military bases, practices which developed currency during the War in Afghanistan. What are the dangers of frank reporting on Canada's military? Does embedding journalists compromise journalistic objectivity?

**RESOLUTION: BE IT RESOLVED THAT embedding journalists during the War in Afghanistan was a method of promoting Canadian state propaganda.**

**Assigned Readings:**

To be posted on cuLearn

**Part III: DISSENT AND DISTURBING OF THE PEACE****Week 9 (March 15, 2017): Disturbing Legal Training**

In order to practice law you need to first learn the culture of lawyering. Part of this procedure consists of the “on campus interview” (OCI), which is a recruitment process that is done on a University campus or at a designated facility. Law schools promote the OCIs as a standard part of the job marketing and promotion process; however, the OCIs also epitomize the informal process of indoctrinating law students to abide by the ideological and cultural norms of practice, which favor big law firms and corporate culture of Bay Street. Is there an alternative to the dominant culture of law that is economically and practically viable? Do law schools have an ethical obligation to foster measures that bridge students to more public interest oriented career trajectories?

**RESOLUTION: BE IT RESOLVED THAT OCIs are a necessary component of the job marketing process for law students.**

**Assigned Reading:**

D. Kennedy, “Legal Education and the Reproduction of Hierarchy” (1982) 32 J Legal Educ (591)  
cuLearn

**Week 10 (March 22, 2017): Hacktivism and Its Discontents**

In November 2016, Carleton University’s information technology systems were recently held for ransom for the price of 39 bitcoin. The rise of hacktivism has seen the growth of vigilante, non-governmental organizations using technology and breach of internet security as a form of whistle blowing, public shaming or simply for personal economic gain. Individuals are routinely shamed or held to ransom through the inadvertent upload of malware. Is hacktivism and ransom of IT networks the price of doing business in the internet age or is it a criminal form of cyberterrorism?

**RESOLUTION: BE IT RESOLVED THAT Universities should categorically refuse to pay ransom demands to hackers.**

**Assigned Reading:**

To be posted on cuLearn

**Week 11 (March 29, 2017): Disturbing of the Peace**

The recent revelation of Project Sitka through an access to information request by Carleton researchers has brought to light an RCMP “threat list” consisting of 89 individuals who are considered to be of interest in enhancing police response to indigenous protest in Canada. Policing requires methods of acquiring intelligence that can inform the way in which law enforcement can effectively engage with civil protest, where such protest has or may become

unlawful. Is the preemptive creation of a “threat list” an encroachment on civil rights? Is it a targeted form of repression against freedom indigenous expression? What alternatives do police have to effectively deal with growing, dynamic and protracted civil protests?

**RESOLUTION: BE IT RESOLVED that the RCMP “threat list” constitutes a targeted attack on freedom of expression of indigenous rights activists and their allies.**

**Assigned Readings:**

Jackie Esmonde, The Policing of Dissent: The Use of Breach of the Peace Arrests at Political Demonstrations (2002), 1 J.L. & Equality 246. **cuLearn**

“RCMP intelligence centre compiled list of 89 Indigenous rights activists considered ‘threats’” (APTN, November 8, 2016), online: <http://aptn.ca/news/2016/11/08/rcmp-intelligence-centre-compiled-list-of-89-indigenous-rights-activists-considered-threats/>

**Week 12 (April 5, 2017): Speaking truth to Power**

In the fall of 2016, the RCMP announced an historic \$100 M settlement of a class action relating to over 1,000 current and former employees alleging sexual harassment and abuse in the workplace. This represents a landmark systemic settlement. In the wake of the Jian Ghomeshi scandal, the CBC launched an in depth investigation into harassment in the workplace. Two Liberal MPs, Andrews and Pacetti, were expelled from the party amidst allegations and an internal harassment investigation in the workplace. Sexual harassment policies and supports for survivors are being created and improved across Canadian Universities. There appears to be a shift in systemic response to gender based harassment in the workplace. How significant is this change and what does it mean?

**BE IT RESOLVED THAT we have reached an historic “tipping point” in responding to complaints of sexual harassment and gender-based discrimination in the workplace in Canada.**

**Week 13 (April 12, 2017 - OPTIONAL ATTENDANCE) Presentation of Major Project**

During this class, students will have the option of attending to share with the class the product of their work from the semester. The format of this session is very informal and serves as an opportunity to share, exchange, brainstorm and consider directions for future development of the major project as a matter of interest or further academic study. This session tends to be very popular, informative and entertaining for all those who attend.