

Course Outline

COURSE:	LAWS 2105C – Social Justice and Human Rights
TERM:	Winter 2019
PREREQUISITES:	LAWS 1000
LECTURES AND TUTORIALS:	Thursdays 11.35-14.25 Mandatory Attendance Attendance will be recorded and graded. Room: Please check with Carleton Central for current room location
INSTRUCTOR: (CONTRACT)	Jay Ramasubramanyam
CONTACT:	Office: B442 Loeb Building Office Hrs: Mondays 10.00 – 12.00 (or by appointment) Email: Jay.Ramasubramanyam@carleton.ca
CULEARN:	Essential: Students must be able to access and use CULearn for this course. Email to Instructor, lecture slides, assignments and many video resources are hosted on cuLearn. Contact CCS for assistance if required at www.carleton.ca/ccs

CALENDAR COURSE DESCRIPTION

Theories and practices of law and social justice. Issues examined may include: civil democracy and repression; global governance and the rule of law; democratic movements and social power; human rights instruments, regimes and remedies; armed conflict; and humanitarian intervention.

COURSE DESCRIPTION

Are human rights under attack by the resurgence of the political right globally? In recent months, efforts have been made to prevent the arrival of refugees, there have been attacks on the press and the independence of the judiciary, and there has been a global gag rule on reproductive rights, among several other efforts in an attempt to constrain human rights. In several countries in Europe, authoritarian populists are on the rise promoting aggressively xenophobic and nationalistic policies. The Global South has not been immune to such developments either. The resurgence of the Hindutva movement (religious nationalism) in India has resulted in vilification of several groups across the country and the world has seen the rise of authoritarianism in Africa in the form of 'Mugabesque' dictatorial policies. In Latin America, rampant violence in Guatemala and Honduras has resulted in massive displacement towards Mexico and the US. Venezuela's draconian economic policies have also resulted in massive displacement, economic strife, political crises. Which has been likened to a case of 'tragedy of the commons.'

The threat of radical groups has become imminent, and has challenged state sovereignty, political membership, and human rights in general. Securitization of every aspect of individual life has raised questions on our willingness to forego rights protections in the name of safety/security. With conflicts and violence taking control of many countries globally and the imminent threat of climate change destabilizing several facets of our lives, we have arrived at an age where the very concept of human rights is questionable. Throughout this course we will be disentangling the questions on the relationship between human rights and populist/neo-fascist movements that are taking control of many states globally.

This course is developed in light of several current events, including the rise of alt-right, populist, and authoritarian parties and governments across the globe. While foundational theoretical concepts outlining human rights principles still have their merits, this course aims to use some historical aspects to strengthen our understanding of how these movements arose, how populism has reappeared in various forms which has begun to rapidly erode on some foundational principles of human rights.

This topic could not come at a better time, when engaging with questions on rights mechanisms beginning with the Universal Declaration of Human Rights and other major international and regional conventions outlining human rights, have become critical. Such critical analysis will require an ability to deploy a range of effective skills and strategies, more specifically linking theoretical frameworks of human rights to specific case studies to arrive at a better understanding of rights. The course will introduce students to a range of interdisciplinary approaches to human rights, by looking at specific geographical contexts and facilitate critical thinking of law, and human rights theory since the post-WWII period.

COURSE THEME

The course is organized around the theme – **Human Rights in the age of populism and neo-fascism. The phrase is used to characterize the resurgence of the radical right globally and more specifically in North America and Europe.** The concept of human rights post-WWII is one that has been held over us as a mechanism to safeguard our way of life. International and regional mechanisms/frameworks that outline human rights principles have been acting as a beacon of hope for many of us. However, the question of human rights protection has raised renewed conundrums in the context of the resurgence of the radical right. The fragile nature of democratic structures has become apparent with rapid political changes in recent years. Mechanisms that enabled states and citizens to co-exist are on the brink of collapse with the recalibration of the definition of what constitutes rights. Nation states as we know them to be are declining and fissures have emerged in the effectiveness of political membership.

The aim course of this course will be to decipher the different ways in which authoritarianism has manifested over time beginning with some historical foundations of such principles. Throughout this course we will think about how popular support has been drawn upon in the recent years and interrogate the forms of opposition made possible under different historical conditions, which have consequently eroded human rights principles. Throughout this course we will develop an understanding of what constitutes the 'new right-wing'. While we may be drawn towards conventional, western liberal democratic definitions of 'radical right', it is also crucial to disentangle questions of right-wing ideologies in the Global South. Therefore, throughout this course, in addition to acquiring important analytical and critical perspectives on human rights, students will be compelled to think beyond essentialized notions of radical right in different geographical contexts.

Lectures and tutorials will draw on material related to law and human rights. The theme provides a general backdrop of the crisis and conundrums associated with this topic. The theme envisages to cover as many common interests and experiences as possible. Since students are likely to have varied interests, the course theme is designed to provide a coherent and linked structure to cover a range of material (readings and primary sources) and methodological questions.

LEARNING OBJECTIVES

Students who successfully complete this course should be able to:

1. Have a basic understanding of human rights theory and critiques of the same;
2. Move beyond the rudimentary, universalist, and idealistic notions of human rights;
3. Critique notions advanced by international and regional rights conventions;
4. Gain a better understanding of the conundrum facing the world with respect to human rights and apply it to specific geographical contexts

5. Outline effective research strategies for shaping a research project in human rights at the undergraduate level;
6. Recognize how to effectively use interdisciplinary human rights perspectives in research – for example: case study exercises;
7. Apply critical and analytical thinking to the material prescribed in the class.

In order to enable you to achieve the learning objectives I will do my best to do the following:

- Organize the course material and undertake the requisite research to prepare coherent and engaging lectures and tutorials
- Encourage and motivate you engage in lively interactions in a respectful and tolerant manner in the classroom
- Maintain regular office hours for those students who wish to meet with me in person and be available on appointment
- Respond to electronic communication in a timely manner (usually within 1 business day)
- Prepare evaluations (tests, assignments, presentations etc.) that fairly assess your ability to engage with the content of the course and your developing skills as a university student
- Ensure your assignments are marked fairly and in a timely manner (usually within two weeks) and that you receive adequate meaningful feedback where appropriate
- Seek appropriate feedback about the course and its content, and reflect and act upon this feedback to improve the course when appropriate

In order to achieve the learning objectives, you should be able to:

- Complete assigned readings and attend class regularly
- Avoid distractions while in class (such as social media) in order to maximize your ability to interact and engage with the material, fellow students and the instructor
- **Ensure that your interaction with other students and the instructor is respectful and tolerant of opposing views, different ways of learning or participating (This is critical as this is likely to happen in this particular class)**
- Ask questions (in person, or electronically) when you are having difficulty understanding the material or any course relevant questions
- Manage your schedule to ensure that you have adequate time to prepare for class and complete assignments in a manner that reflects your best work (this includes time for research, writing, reviewing and editing written submissions).
- Ensure that the work that you submit for evaluation is of good quality and is your own; please make sure that you reference aspects of your work that is not your own to clearly identify where you have relied upon the work of others to support your own ideas and arguments
- Read and carefully consider the evaluation and feedback provided on your assignments by TAs and instructor

COURSE FORMAT

Lectures

The course involves lectures and mandatory tutorials. The last hour of class will give students an opportunity to earn some participation credit by attending discussion session. The rest of the two hours of class will involve lectures delivered by the instructor. The lectures are designed to introduce students to the importance of discussions on human rights critiques in the current political climate. The lectures also envisage to provide students with some foundations for analytical and critical thinking of human rights and facilitate analysis of different types of primary and secondary sources of human rights theory.

Tutorials

There is a total of 8 tutorials for this course. Tutorials enable students to think about the material critically in smaller

groups. A teaching Assistant facilitate discussions on the material and enable students to think about their research assignments. Tutorials will be held after the lecture. Students will be divided into two groups. One of these tutorials will be facilitated by a TA and one will be led by the instructor. More information is available in the Evaluation section of this outline.

Some of the questions linking the theme with the course objectives include:

1. What questions emerge in our understanding of human rights given the rapid changes in political climate in recent years?
2. What overarching linkages can be made with, the ongoing resurgence of the radical right, and human rights theory of the mid-20th century?
3. How (and why) do we use some of the early sources of human rights theory in search of answers to questions on the breakdown of human rights?
4. How can we conceptualize or understand human rights today?

COURSE MATERIALS

A. REQUIRED READINGS:

Journal articles, chapters from books, and editorials/op-eds/opinion pieces from magazines and newspapers:

There is no required textbook for this class. Instead, the required readings will consist of journal articles, chapters from books, newspaper articles, and other editorial and op-ed pieces. These resources are meant to give you an unbiased and fuller picture of the issues at hand. Many of these articles would be written from varying standpoints ranging on the scale from radical left to the radical right. These will be available through links on the cuLearn home page. Some of these readings are indicated on the Schedule of Lectures and Tutorials (posted on cuLearn). Students will be expected to retrieve copies of these readings and read them in preparation for the appropriate lectures and tutorials.

B. OTHER WEB-BASED RESOURCES:

The lectures and tutorials in this class are supported by a variety of materials available through cuLearn. These supporting materials include, captivating videos, YouTube videos, lecture notes and power-point slides. Students are responsible for reviewing these supporting materials before the lectures or tutorials they are meant to support.

EVALUATION

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

This course is DEMANDING AND INTENSIVE. It will require considerable ongoing attention every week. Generally, there is something DUE EVERY WEEK. These components are explained in detail below. Please review carefully and note all requirements and due dates.

We know that this is a lot of work for you (and for us) and that the course may seem heavier than your other courses. However, this course is foundational in your Law Program. It is designed to provide you with the opportunity to develop skills and understanding of the topic at hand which will serve you well in your other law courses. The course is also designed to encourage you to stay engaged with the material being covered each week. Notably, the evaluation of the course rewards students who stay engaged, submit the weekly exercises on time, attend and participate in tutorial.

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.

LATE PENALTIES

ASSIGNMENTS

Late Assignments will be penalized as follows:

- Deduction of 3% marks per day of delay in handing the assignment after the due date
- If an Assignment is handed in more than seven days late, it will be accepted towards course completion but will receive **zero** marks.

EXTENSIONS FOR THE ASSIGNMENTS

Students can request an extension on Assignments for serious illness or family and personal emergencies. They will be required to provide official supporting documentation. Students requesting an extension **MUST** contact the course Instructor prior to the assignment deadline. Your TA cannot grant extensions.

Extensions will not be granted for computer problems of any kind. We **URGE** you to back up your work as you go along: email a draft to yourself whenever you finish a segment of work on it or copy it to a USB thumb-drive or an external hard drive.

Evaluation Component	Value	Due Dates
ASSIGNMENTS There are THREE Assignments in the course. All assignments must be submitted as hard copies in-class to your instructor or TA. Full instructions will be provided closer to time.		
Reading critiques Reading critiques should be 5 to 6 pages long, double-spaced and referenced (justified alignment). Critiques should summarise the key arguments of the chosen readings, contrast the perspectives of the readings, and respond to the readings within the context of the course. Is there a tension between the readings? What contribution do they make? Do you agree with their position? How do the arguments of the authors relate to the broader themes of the course? Reading critiques must be submitted at the start of class.		
Reading Critique 1	20%	February 14, 2019
Reading Critique 2	20%	March 7, 2019
Research Paper This assignment will require students to research on and engage with a given topic. This topic must use the key pieces of literature provided in the course.	35%	April 8, 2019
TUTORIAL ATTENDANCE AND PARTICIPATION There are 8 tutorials scheduled throughout the course. Students must attend at least 5 of these tutorials and participate to obtain credit. The location and format of the tutorials will be communicated to you in class.	10%	Ongoing

<p>LECTURE QUIZZES</p> <p>There are 3 Lecture Quizzes that are based on the content discussed in the lectures and a designated reading for each lecture. These exercises replace the previous examination requirement in this course. They are posted on CUOL. Each Quiz gets activated the day the lecture for that week is scheduled in the course schedule below.</p> <p>All Quizzes stay open for only one week.</p> <p>Important Note: Each Quiz is worth 5 marks out of your final grade. Only your marks from your best 3 Quizzes will be counted towards your final grade. This means that students may choose to complete only 3 of the Quizzes. Students may want to attempt all 4 quizzes which will provide them with leeway for a better grade.</p>	<p>15%</p>	<p>Quiz 1 – open from Jan 24 to Jan 31 Quiz 2 – open from Feb 14 to Feb 21 Quiz 3 – open from Mar 7 to Mar 14 Quiz 4 – open from Apr 2 to Apr 9</p>
<p>Important Notes on Evaluation: You must complete all components of Evaluation to receive a passing mark in the course. 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. You must provide meticulously correct citations compliant with the Canadian Guide to Uniform Legal Citation, 8th edition (the McGill Guide) in Assignments. Marks will be deducted in each assignment if citation is not fully correct. Marks will also be allocated for effective writing.</p> <p>Feedback: You will receive a marking feedback and evaluation sheet with comments when your Assignment marks are posted. You should wait 48 hours before emailing your TA if you have questions on your marks. Please make your queries specific and detailed so that the TA can review your points and get back to you. If necessary, your TA will set up an appointment to meet with you.</p> <p>Timelines:</p> <ul style="list-style-type: none"> Marks for other submissions will be input by your TA using Grade Book. These are likely to be posted 'en bloc' near the end of the semester. You will know if you have obtained the associated marks in any case, by submitting on time. <p>Grade Book: Initially, you will obtain your mark through the Assignments Tab on cuLearn. After a short time, we will also release the marks onto grade book. Please check from time to time so we can catch any errors or omissions early and make corrections.</p> <p>Keep a copy: Keep a copy of all assignments and other submissions until your final grade is confirmed.</p> <p>Individual work only! See discussion of Academic Integrity.</p>		

COURSE SCHEDULE: LECTURES, TUTORIALS, DUE DATES FOR EVALUATION
Subject to revision. Please review carefully and mark down due dates in particular.

Week		Lecture	Tutorial
1.	Topic	January 10 Introduction to the course	**No Tutorial**

		In-class lecture	
	Material	Please read the Course outline	
2.	Topic	January 17 How do ongoing political shifts impact human rights? **In-class lecture** This week, we will lay the foundation for the rest of the course by looking at some political changes that have taken place in the last few years and the impact they have had on rights principles. By beginning with something that many of us read or heard about it would ease ourselves into the more discursive sections of the course. We will begin with critical questions on what fascism represents and the implications it has on human rights.	
	Material	George Orwell, "What is Fascism?", <i>The Tribune</i> (1944). Umberto Eco, "Ur-Fascism", <i>The New York Review of Books</i> (June 22, 1995). Angela Giuffrida, 'Gifts for fascist friends': Mussolini's calendar comeback, (The Guardian, 27 December 2018). Trump is using Nazi playbook (https://www.cnn.com/videos/politics/2016/10/20/ken-burns-trump-intv-amanpour.cnn) Ruth Ben-Ghiat, Trump is following the authoritarian playbook (https://www.cnn.com/2017/01/16/opinions/trump-following-authoritarian-playbook-ben-ghiat/)	**No Tutorial**
2.	Topic	January 24 Political movements and their implications on rights **In-class lecture** We will continue our discussions from last week and begin problematizing the concept of "fascism" and "populism" by differentiating them. With the help of some historical context we will continue our discussions on the impact political movements have on human rights. Most importantly we will think about human rights from the standpoint of ongoing political movements.	
	Material	Etienne Balibar, 'Populism' and 'Counter-Populism' in the Atlantic Mirror, openDemocracy (2 January 2017).	**In-class Tutorial**

		<p>Sierakowski, Sławomir, “The Five Lessons of Populist Rule”, Project Syndicate; Prague (2 January 2017).</p> <p>G. M. TAMÁS , “The mystery of ‘populism’ finally unveiled”, openDemocracy (24 February 2017).</p>	
	Complete by January 31	Quiz 1	
4.	Topic	<p>January 31</p> <p>The Right to have Rights: Does this characterize the basis for human rights claims?</p> <p>**In-class lecture**</p> <p>This week we will attempt to understand Hannah Arendt’s theory on rightlessness, statelessness, and the right to have rights. We will continue to engage with the significance of state structures in ensuring human rights protection. Based on the condition of refugees and migrants on the move today, we will attempt to disentangle the basic conceptualizations of Arendt’s theory.</p> <p>She describes rightlessness as a manifestation of precarious political and human standing and argues that refugees and asylum seekers do not experience rightlessness solely because of their dispossession from a political community but also because of their compulsion to live in exceptional spaces such as camps and detention centres that render their actions, speech, and opinions ineffective and irrelevant.</p>	
	Material	<p>Arendt, Hannah. 1966. “The Decline of the Nation-State and the End of the Rights of Man,” in <i>The Origins of Totalitarianism</i> 267-302 (read 290-302 most closely), and intro p. ix. San Diego/New York: Harvest/Harcourt.</p> <p>Jeffrey C. Isaac, <i>How Hannah Arendt’s classic work on totalitarianism illuminates today’s America</i>, Saturday December 17 2016 (The Washington Post) https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/17/how-hannah-arendts-classic-work/?utm_term=.124ab312948d&wpisrc=nl_cage&wpmm=1</p> <p>Michael Kinsley, “Donald Trump is actually a fascist”, The Washington Post (9 December 2016)</p>	**In-class Tutorial**
5.	Topic	<p>February 7</p> <p>Citizenship, Human Rights, Contemporary Statelessness, and the “Right to have Rights”</p> <p>**In-class lecture**</p>	

		<p>We will continue to engage with some material from the week 4 but bring some context to the same. Based on some recent examples of statelessness, the current “refugee crisis,” or “global apartheid” in the context of migration, we will work with Arendt’s notions on human rights. Some contemporary context will be provided in facilitating this understanding.</p> <p><i>We will spend time on covering the first assignment</i> WORKSHOP: How to write a clear Reading Critique?</p>	
	Material	<p>Benhabib, Seyla. 2004. “The Right to Have Rights: Hannah Arendt on the Contradictions of the Nation-State,” in: <i>The Rights of Others: Aliens, Residents and Citizens</i>. Cambridge: Cambridge University Press. 49-69.</p> <p>Amanda Taub, “The Rise of American Authoritarianism”, Vox (2 March 2016).</p> <p>Sheri Berman, “Donald Trump isn’t a fascist”, Vox (3 January 2017).</p>	**No Tutorial**
6.	Topic	<p style="text-align: center;">February 14</p> <p style="text-align: center;">Democracy Dies in Darkness: Human rights in the climate of uncertainty</p> <p style="text-align: center;">**In-class lecture**</p> <p>“It Can’t Happen Here,” which came out in 1935, was a frightening book written for frightening times. Sinclair Lewis published the novel as Adolf Hitler was making Germany great again, violating the Treaty of Versailles by establishing the Wehrmacht. Benito Mussolini invaded Ethiopia. The book which imagines the improbable election of an authoritarian is frighteningly similar to the rise of Donald Trump and other similar demagogues globally. We will look into some aspects of what impact does this have on human rights today?</p>	
	Material	<p>Nazaryan, Alexander. <i>Getting Close to Fascism with Sinclair Lewis’s “It Can’t Happen Here”</i>. Wednesday October 19, 2016 (https://www.newyorker.com/culture/culture-desk/getting-close-to-fascism-with-sinclair-lewiss-it-cant-happen-here)</p> <p>Ruth Ben-Ghiat, “Conquest and Collaboration” in <i>Fascist Modernities: Italy 1922-1945</i>, University of California Press, 2001.</p>	**In-class Tutorial**
	Due In-class: February 14	<u>DUE: February 14 READING CRITIQUE 1</u>	

	Complete by February 21	Quiz 2	
		February 18-22 Mid-Term Break No Classes Office hours (10.00-12.00 Monday or by appointment)	
7.	Topic	<p>February 28</p> <p>Humanitarianism as a condition of life and identity: The implications on rights protection</p> <p>**In-class lecture**</p> <p>We will explore the dynamics of long-term humanitarianism, looking particularly at the politics of living within a humanitarian space. What happens as humanitarianism moves from crisis response to a condition of life? How are people and communities shaped by this transformation and by living, long-term, in a humanitarian condition? With increasingly exclusionary policies enacted by states amidst the threat of “radical Islamic terrorism” what have the implications been on humanitarian practice and human rights, more specifically concerning refugees? This will segue into next week’s topic on torture and detention.</p>	
	Material	<p>Motha, Stewart. <i>The Redundant Refugee</i>. Friday November 6, 2015 (Critical Legal Thinking) (http://criticallegalthinking.com/2015/11/06/the-redundant-refugee/)</p> <p>Agier, Michel. 2010. Humanity as an Identity and Its Political Effects (A Note on Camps and Humanitarian Government)*. <i>Humanity: An International Journal of Human Rights, Humanitarianism, and Development</i> 1 (1): 29-45.</p>	**In-class Tutorial**
8.	Topic	<p>March 7</p> <p>Gender, Sexuality and Authoritarianism’s new ‘man’: What impacts does fascism/populism have on aspects of gender and sexual identity?</p> <p>**In-class lecture**</p> <p>This week we will analyze the legitimacy of practices employed in dealing with gender and sexuality under fascist and populist administrations. How do authoritarian and nationalist regimes use gender ideology to craft ideal visions of masculinity and femininity, binding citizens to the state? In what way does homosexuality challenge these norms and the practices that undergird them?</p>	

	Material	<p>Frederico Finchelstein and Pablo Piccato, "Trump's macho populism", openDemocracy (3 October 2016).</p> <p>Rio Otomo, "Narratives, the Body and the 1964 Tokyo Olympics" <i>Asian Studies Review</i>, 31:2 (2007): 117-132.</p> <p>Valentin Sandulescu, "Fascism and Its Quest for the 'New Man': The Case of the Romanian Legionary Movement." <i>Studia Hebraica</i> 4 (2004): 349-61.</p>	**In-class Tutorial**
	Due In-class: March 7	<u>DUE: March 7 READING CRITIQUE 2</u>	
	Complete by March 14	Quiz 3	
9.	Topic	<p>Human rights perspectives from the Global South: Case of Venezuela</p> <p>**In-class lecture**</p> <p>Having looked at some issues of human rights across the world, this week will be spent trying to understand the radical right in the Global South. Focusing on Zimbabwe, India and Venezuela specifically, we will try to conceptualize populism from the perspective of radical ethnoreligious and economic nationalism in the next three weeks. Are we able to superimpose our understanding of human rights in these contexts? Do we need to employ a different perspective?</p>	
	Material	<p>Hawkins, Kirk A. "Responding to Radical Populism: Chavismo in Venezuela." <i>Democratization</i> 23, no. 2 (2016): 242-262.</p> <p>Hawkins, Kirk A., "Is Chávez Populist? Measuring Populist Discourse in Comparative Perspective", <i>Comparative Political Studies</i> 42, no. 8 (2009): 1040-1067.</p>	**In-class Tutorial**
10.	Topic	<p>March 21</p> <p>Human rights perspectives from the Global South: Case of India</p> <p>**In-class lecture**</p> <p>This week, we will focus more on India's current political movements and look at the impact on human rights.</p>	
	Material	Sethi, Manisha, "Avenging Angels and Nurturing Mothers: Women in Hindu Nationalism", <i>Economic and Political</i>	

		<p><i>Weekly 37 (16) (2002): 1545-52.</i></p> <p>Desai, Radhika. "A Latter-Day Fascism?." <i>Economic and Political Weekly</i> 49 (35) (2014): 48-58.</p> <p>Aadita Chaudhury, Why white supremacists and Hindu Nationalists are so alike, Al-Jazeera (13 December 2018)</p>	**In-class Tutorial**
11.	Topic	<p>March 28</p> <p>Human rights perspectives from the Global South: Case of Africa</p> <p>**In-class lecture**</p> <p>This week we will look at the case of Zimbabwe and look into what the differences in African authoritarianism is and what explains Mugabe's power over Zimbabwe?</p>	
	Material	<p>Selected chapters from:</p> <p>Rudo Mudiwa, "Feeling Precarious" <i>Transition</i> 123 (2017): 78-88.</p> <p>Tim Scarnecchia, "The 'Fascist Cycle' in Zimbabwe, 2000-2005" <i>Journal of South African Studies</i> 32:2 (2006): 221-237.</p>	**In-class Tutorial**
12.	Topic	<p>April 4</p> <p>WORKSHOP: How to write a research essay?</p> <p>**In-class discussions**</p>	**No Tutorial**
	Complete by April 9	Quiz 4	
<p>DUE: APRIL 8 FINAL ASSIGNMENT</p>			

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 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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/>

Student Services: The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at carleton.ca/csas

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/>