
COURSE: LAWS 2202C – OBLIGATIONS

TERM: WINTER 2021

PREREQUISITES: LAWS 1001 and LAWS 1002

CLASS: **Day & Time:** Please check Carleton Central for the current Class Schedule.
Room: All Courses in the Winter 2021 term are offered online. **Lectures in this course will be delivered using hybrid format (recorded lectures and non-mandatory live sessions for Q&A).** This means there will be recorded materials (narrated PowerPoints and videos) for you to review each week. In addition, we will have “live” lectures each week, via Zoom during our regularly scheduled class time. The “live” sessions will not be mandatory for attendance and will serve as a platform for Q&A and discussing the best learning strategies.

INSTRUCTOR: Ksenia Polonskaya

CONTACT: **Office:** N/A
Office Hrs: I will hold office hours each Friday 10 am to 11 am. Please use the Zoom link posted at the CU Learn Announcement Board
Telephone: N/A
Email: ksenia.polonskaya@carleton.ca

CALENDAR COURSE DESCRIPTION

The concepts employed by the law for creating and enforcing legal obligations between persons within society, including contract, tort, fiduciary obligation, and restitution. Consideration is given to the role of persons and the role of the state in ordering private legal obligations. Precludes additional credit for LAWS 2003 (no longer offered).

Lectures three hours a week.

COURSE DESCRIPTION

This course examines some aspects of theory and practice that pertain to legal obligations. In particular, it will focus on contracts, torts, unjust enrichment, and fiduciary duties. Typically, in Canadian law schools, students will spend at least a term studying each of these areas of law separately. They are also likely to take some specialized courses to delve deeper into the subject matter. Given the time constraints, this course will provide a **sketch** of legal obligations to cover the foundations rather than a full detailed picture.

Accordingly, this course examines specific selected topics on legal obligations to familiarize you with the role of a state and individuals in private legal ordering. For example, in discussing contracts, we will consider differences between contracts and promises; discuss the conditions for the formation of contracts. In broad strokes, we will talk about the mechanisms that common law employs to protect the weaker parties; examine illegal and immoral contracts as well as public policy exceptions in contract law.

Similarly, our discussion of torts will cover only foundations. In studying torts, we will focus on the value of tort law in society, its administrative costs, and its perceived benefits. We will examine some aspects of tort liability; zoom in on negligence to understand its significance in the context of tort law in Canada. We will also examine some aspects of compensation in tort law. The topics on unjust enrichment and fiduciary relationships will be covered. For example, we will explore what relationships can be characterized as fiduciary relationships, and why as well as what legal implications can arise from such determination. With respect to unjust enrichment, we will talk about its role and limits as well as discuss the instrumental role of trust in addressing unjust enrichment. Of course, this only will be at a glance overview of these subject matters.

Please note that throughout our course, I will draw your attention to gender and racial bias that law can advance and perpetuate. Often there is a presumption that private law is not tainted by such concerns, I hope this course will show you otherwise. The goal of this course is to ensure that you are familiar with foundations. By the end of this course, the expectation is that you can employ case-method to think about the law of obligations, understand and rationalize the application of certain legal rules that pertain to the areas of legal obligations to the extent we covered them. You should also develop an ability to analyze judicial decisions critically.

COURSE LECTURES

Please note that this Winter, our course will run in a hybrid format (with an exception of the very last lecture of the term).^{*} It means that you will have access to the recorded sessions available on-demand. However, we will also have the "live" component of the course (the Q&A session) that will be non-mandatory for attendance. Each recorded lecture (including the third-party materials) generally will take you between 1:10 and 1:30 minutes to review. Some recorded materials may be longer or shorter than others, depending on the topic. Accordingly, some sessions can depart from the average. Please note that most recorded materials will be presented **as narrated PowerPoints** (please review the instructions how to play them posted at CU Learn). Some materials will be presented as **videos** (for example, interviews with the practitioners and scholars). For some classes, you may be asked to review the third-party content (e.g. Ted Talks, podcasts, videos), I will provide the relevant links at CU Learn.

Please do not email me with requests to re-record the lectures in one format or the other. The narrated Power-Points ensure accessibility of the core materials for the students who have no ability to stream the videos. They are easy to download and play. The added advantage of the narrated PowerPoints is that the students can easily copy the materials from the slides to their notes. I intend to post materials each week one day before our "live" Q&A session.

The Q&A sessions are not mandatory for attendance. I envision them as a platform for students to discuss thoughts and ideas, ask questions after reviewing the recorded materials. I do not intend to lecture during the live session. They can be particularly helpful for the students who prefer interactive learning. I do not intend to repeat the substantive materials of the recorded lecture during this session. You will have an opportunity to ask questions about the recorded materials and we can discuss the best learning strategies. **The "live" Q&A sessions normally will be administered via Zoom on Fridays, 2:35 to 3:35 pm.**[†] Please monitor the CU Learn Announcement Board, I will post the Zoom link there.

Please note that it is your responsibility and duty to review all the available instructions for this course, including the Syllabus, the FAQs and the instructions posted at the CU Learn Announcement Board. You must stay up to date with the course materials. Please note that for this course you need high-speed Internet access and a computer.

^{*} Please refer to the section "Schedule" for further particulars. Our last lecture will be online review session before the exam.

[†] Please ensure that your software is compatible with Zoom. Please contact IT if you experience any technical problems. Unfortunately, TA and I cannot provide technical support.

For further particulars, please review the section on evaluation, the schedule, and the section that explains some aspects of course delivery online this Winter term.

KEY LEARNING OBJECTIVES:

By the end of the course, students should develop the ability to:

- Critically analyze the key theoretical arguments in the field of legal obligations.
- Understand, summarize, and analyze relevant case-law.
- Analyze legal issues through the application of the case-method.
- Evaluate relevant case-law in the appropriate socio-legal context.
- Conceptualize and critique the role of courts in private ordering.
- Acquire certain practical skills, including writing, review scholarly papers and developing an argument

REQUIRED TEXTS

For the Winter section of this course, the following textbook is mandatory:

Neil Sargent, Alberto Salazar & Logan Atkinson, *Just Between Law and Us: Obligations* (2nd ed) (Captus Press, 2017).

- The textbook is available via Captus Press. Please check the Announcement Board at CU Learn for further particulars. The book is available in both paper and digital formats.

In addition, the schedule specifies additional mandatory reading and video/audio materials. These materials are accessible online: via the Carleton library online search database, free of charge on the websites as specified. You are expected to review all materials in the section "Mandatory Readings & Materials".

Useful Websites:

CanLII (provides free access to Canadian cases, commentaries, and legislation)	https://www.canlii.org/en/
SSRN (free access to scholarly papers and commentaries)	https://www.ssrn.com/index.cfm/en/
British and Irish Legal Information Institute (useful for a case and commentary search)	https://www.bailii.org/
The Website of the Supreme Court of Canada	https://www.scc-csc.ca/case-dossier/index-eng.aspx

Conflict of Laws (useful for anyone interested in comparative/ international private law perspectives)	https://conflictoflaws.net/
International Institute for Unification of Private Law (UNIDROIT)	https://www.unidroit.org/contracts
World Legal Information Institute	http://www.worldlii.org/

<u>Important dates</u>	
11 February 2021 (5 pm)	Deadline for Assignment 1, see CU Learn For extensions, please see the section "Extension and Late Submissions". You must submit the extension request at least 2 days before the deadline. In your email, please copy our TA.
5 February 2021 (11:59 pm)	Deadline for forum post on contract law; please contact our TA for an extension.
12 March 2021 (11:59 pm)	Deadline for forum post on tort law; please contact our TA for extension.
30 March 2021 (11:59 pm)	Deadline for all quizzes; no extensions are possible
16-27 April 2021	Examination period (please refer to the exam schedule posted by the Registrar's Office). Please note that I do not process the extension and deferral requests for the final exam. You must contact the Registrar's Office directly if you require an extension to complete the final exam.

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.

Please review the paper by Professor Allison Christians, "[Really Basic Rules for Writing Good Papers in Law School](#)" (2020), before you begin working on your assignments. Professor Christians discusses papers. However, I find that her advice is very useful for any type of writing. You can access this paper at SSRN. I will also post the link for the video (1) how to read the case-law and (2) the Thomson Reuters overview how to brief a

case. In addition, you will have a full access to the detailed grading rubric for Assignment 1. It includes all the details and expectations.

Please note that as a student, it is your duty and responsibility to monitor the CU Learn announcements, review and follow all the instructions, and keep up to date on all aspects of the course, including how to use CU Learn.

Component	Value	Deadlines	Comments
Quizzes	30% (6*5%)	Quizzes will be available until the end of 30 March 2021 (11:59 pm)	<p>You can complete the quizzes via CU Learn. Please note that quizzes are an open book, and you can use any materials. Each quiz is valued at 5%. Each quiz will include 5 questions. Total you will have 8 quizzes to complete throughout the term.</p> <p>You must complete them individually. I will only count your 6 best attempts out of 8. You will have 1 attempt per each quiz (1 hour). As noted above, there is no extension policy for the quizzes! The quizzes will be open the whole term for you to complete.</p>
Assignment 1: case brief+comment and an answer to the theoretical question	30%	11 February 2021, 5:00 pm	<p>Assignment 1 must be submitted via CuLearn. Please do not forget to click "Submit" button at the CU Learn. Please note that I will only evaluate submissions properly submitted at CU Learn.</p> <p>Assignment 1 must not exceed 1000 words (excluding footnotes) and must not be less than 500 words. I will not evaluate your assignment if it is less than 500 words.</p> <p>Your Assignment 1 includes three components: (1) a case-brief (2) a</p>

			<p>comment, and (3) an answer to a theoretical question. I will post the case for briefing and commenting as well as the theoretical question at CU Learn.</p> <p>Citations: please refer to the instructions posted at CU Learn and to the Academic Integrity Policy of the University.</p> <p>Please review the marking rubric for this assignment to understand the grading criteria and review the FAQ document posted at CU Learn. These documents already include all my expectations, the citation, submission and formatting requirements. If you have any remaining questions, email our TA.</p>
Forum Posts	10% (2*5%)	5 February and 12 March 2021 (11:59 pm)	<p>You will be required to submit two forum posts via CU Learn (5% each) on contracts and on torts. The forum post on contracts is due on 5 February 2021. The forum post on torts is due 12 March 2021.</p> <p>The forum posts are in place to measure your participation in this course. Your response must be between 50 and 200 words. I will evaluate your posts as follows: 2% - clarity of structure (introduction, summary of the argument, conclusion) 3%- knowledge of the course materials.</p>
Assignment 2: Take-Home Exam (exam with fixed duration, 3 hours)	30%	The Assignment 2 is a formally scheduled take-home examination. The	I will post the Rubric and the FAQ document for the exam after the reading week. The exam will include 3 short answer questions on the

		details will be available after the request to Examination Services is made by our administrative staff for information about the final examinations.	materials of the course and 1 fact-pattern. Citations: please refer to the Academic Integrity Policy of the University
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ONLINE SUBMISSIONS

You must make all submissions via the CU Learn platform by the deadline indicated above unless you obtained an extension. All the marking and feedback will be delivered via CU Learn as well. **Please, keep copies of your assignments until you receive your final grade.** You will also obtain the guidelines for the formally scheduled take-home exam after the Winter break.

EXTENSIONS AND LATE SUBMISSIONS

<u>QUIZZES</u>	NO EXTENSIONS ARE POSSIBLE UNDER ANY CIRCUMSTANCES.
<u>ASSIGNMENT 1</u>	PLEASE EMAIL ME WITH THE REQUEST AT LEAST 2 DAYS BEFORE THE DEADLINE AND FOLLOW THE POLICY BELOW. LAST MINUTE REQUESTS WILL NOT BE CONSIDERED.
<u>FORUM POSTS</u>	PLEASE EMAIL THE TAs WITH THE REQUEST AT LEAST 1 DAY BEFORE THE DEADLINE FOLLOWING THE POLICY BELOW. LAST MINUTE REQUESTS WILL NOT BE CONSIDERED.
<u>ASSIGNMENT 2 (YOUR FINAL EXAM)</u>	PLEASE NOTE THAT YOU MUST FOLLOW THE POLICY PRESCRIBED BY THE REGISTRAR. I AND THE TAs DO NOT PROCESS THE EXTENSIONS AND ACCOMMODATION REQUESTS FOR THE EXAM.

A. EXTENSIONS

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date. https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days). You **MUST**

submit the extension requests **at least 2 days** before the assignment is due. To be given full consideration, you must download the form, fill the form explaining the reasons for an extension, sign the form and return it to me. **The extension requests submitted after this deadline (except in the direst of circumstances of true emergencies) would not be given any consideration.**

Please note that the TA can only process the extensions for forum posts. You must submit the requests for extensions for the Assignment 1 directly to me. If you send the extension request for assignment 1 to our TA, the request will not be given any consideration.

Quizzes. Please note that this extension policy does not apply to quizzes. You will have the whole term to complete the quizzes. They are in place to ensure that you complete the mandatory readings and review the course-materials. The quizzes will be available until 30 March 2021 (inclusive).

Exam. You must follow the extension policy for the exam as prescribed by the University Registrar. Please note that his exam is formally scheduled take-home exam; I am not responsible for processing the extensions.

B. PENALTIES

Penalties: if you submit assignment 1 late without an extension, you will lose 2% of the mark PER DAY. It does not matter if you are late by 1 second, 30 minutes or 12 hours. The standard is objective i.e. if you are late, you will lose 2%. Please note that I will not accept an Assignment after 15th February 2021. The same policy applies to the forum posts with the due consideration of the relevant deadlines as applicable.

Note on mandatory readings: generally, your mandatory readings do not exceed 40 pages per class. For some classes, you will be required to read significantly less than for others to manage the materials successfully.

The mandatory readings are absolutely essential at this stage of your education for three reasons. First, you need to develop a good grasp of some basic concepts in the law of obligations. They are foundational for other law courses you might want to take in the future. Second, you need to learn how to think through the case-method. It is only possible if you read and analyze cases. My pre-recorded materials will be helpful for you to provide the structure; they, however, cannot substitute for the readings. Third, cases are essential. However, you also will have to read relevant scholarly commentaries to understand how the cases fit in the broader context. As you will see, the courts themselves rely on the scholarly works, including those of Prof Waddams, McKendrick,

Ben-Ishai, VanDuzer, and others. Accordingly, when I ask you to review a particular scholarly work, please do not dismiss it as the mere legal theory that has no practical application; instead, try to think about theories as your toolkit for resolution of practical problems in our legal system.

Please note that some mandatory readings include online links so by clicking you can easily access a particular case or paper. However, other mandatory readings do not embed such links. This is a deliberate choice. The reason for it is that I would like you to learn how to navigate the search system, and how to work with the library database to successfully access the source. Our time demands you to develop an ability and flexibility to navigate the databases (including but not limited to the library databases) to be successful in your chosen career. You can also check out Ares at CU Learn. Ares will include some of the mandatory readings. Please email TA to inquire how to use Ares if you are not familiar with it.

Class	Date	Recorded Component: Topics	“Live” Session (not mandatory)‡	Mandatory Readings & Materials
1	15 Jan 2021	<ul style="list-style-type: none"> • Introduction to the Course • Setting Expectations: How to Succeed in this Course? • Contracts and Promises • Theories of Contract Law • Freedom of Contract: Christie v York • Case-Studies: <i>Re Drummond Wren, Noble and Wolf v</i> 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.1-7</p> <p>Roscoe Pound, “Liberty of Contract” (1909) 18:7 Yale L J The Yale L Jrl pp. 454-469 (available online via Carleton library system)</p> <p>Eric Adams, “Errors of Fact and Law: Race, Space, and Hockey in Christie v. York” (2012) 62 UTLJ</p>

‡ Please be aware that I may introduce practical exercises for students who attend live sessions and provide the questions for the discussion. These changes will not impact your mandatory readings in any way. The live sessions are not mandatory for you to attend and will not include any evaluations. They present merely a platform for you to ask questions and discuss the recorded materials.

		<i>Alley et al</i> [1951] SCR 64		463-477, 484-488, 495-499.
2	22 Jan 2021	<ul style="list-style-type: none"> • Offer, Acceptance, Consideration + Formalities • Case-studies: <i>Carlill v Carbolic Smoke Ball</i> (available in your textbook); Goldthorpe v Logan; 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.10-13,19-20,</p> <p>Bayern Shawn, "Offer and Acceptance in Modern Contract Law: A Needles Concept" (2015) 103 Calif L Rev 67, pp. 67-92 (available online via Carleton library system)</p>
3	29 Jan 2021	<ul style="list-style-type: none"> • Uncertainty of Terms • Contracts against Public Policy • Illegal Contracts • Case-studies, including <i>Douez v Facebook, Inc</i> 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Douez v. Facebook [2017] 1 SCR 751; for majority: paras.1-9; 45-50; 51-63; 97-100; 105,110-112; For dissent: paras.146-148;(on public policy)</p> <p>Sabeau v. Portage La Prairie Mutual Insurance Co [2017] 1 SCR 121 (on terms)</p> <p>Andrea Slane, "There Is a There There: Forum Selection Clauses,</p>

				Consumer Protection and the QuasiConstitutional Right to Privacy in Douez v. Facebook” (2019) 88 The Supreme Court LR 87
4	5 Feb 2021	<ul style="list-style-type: none"> • Protection of Weaker Parties in Common Law: General Overview • “Unfair Contracts”: Does Common Law Care? • Duress • Undue Influence • Unconscionability • Incapacity • Case-Study: <i>Uber v Heller</i> 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Uber Technologies Inc. v Heller paras.47-92 (on unconscionability) + see this link for the summary of facts</p> <p>McCamus, <i>The Law of Contracts</i> (Irwin, 2015) 404-420 (available online via Carleton library). Please analyze the chapter by Professor McCamus in the context of unconscionability in <i>Uber</i>.</p>
5	12 Feb 2021	<ul style="list-style-type: none"> • Remedies in Contract Law: General Overview • Damages in Focus 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.72-79</p> <p>Stephen Waddams, “Developments in Foreseeability and Remoteness: The</p>

				<p>Limits of Contract Damages”, available via SSRN</p> <p>“Grinding at the Mill: Putting Limits on Agreements” in Allan Hutchinson, <i>Is Eating People Wrong?: Great Legal Cases and How they Shaped the World</i> (Cambridge University Press, 2010), available at Ares via CU Learn Course Webpage</p>
6	26 Feb 2021	<ul style="list-style-type: none"> • Tort Law and its Functions in Society: Overview • Tort Law and Legal Theory • Classification of Torts • Concurrent Liability in Contract and Tort • Intentional Torts 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.82-101, pp.185-188;</p> <p>In “Defense of Tort” in Andrew Burrows, <i>Understanding the Law of Obligations: Essays on Contract, Tort, and Restitution</i> (Hart Publishing, 1998), available online via Carleton library.</p>
7	5 March 2021	<ul style="list-style-type: none"> • Negligence and its Elements: Overview 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.106-114, 164-185, 188-190</p>

		+ the standard of a reasonable person		Please watch: The Paisley Snail: Donoghue v. Stevenson
8	12 March 2021	<ul style="list-style-type: none"> Remedies in Tort Law: General Overview 	<ul style="list-style-type: none"> Live session: Q&A 	<p>Textbook: pp.192-211</p> <p><i>Steinebach v O'Brien</i>, 2011 BCCA 302 paras. 1-5; para.25 ; paras.30-32; 33-77.</p> <p>Note: please pay particular attention to the assessment of damages by the court in <i>Steinebach</i></p>
9	19 March 2021	<ul style="list-style-type: none"> The Role and Limits of Unjust Enrichment at Common Law The Role of Remedial Constructive Trusts in Addressing Unjust Enrichment 	<ul style="list-style-type: none"> Live session: Q&A 	<p>George B. Klippert, "The Juridical Nature of Unjust Enrichment" (1980) 30: 4 University of Toronto Law Journal 356-414 available online via Carleton library.</p>

10	26 March 2021	<ul style="list-style-type: none"> • Fiduciary Relationships: Key Aspects • The Role of Fiduciary Obligation in Common Law • Fiduciary Obligations in Corporate Law • Case-Study: BCE v 1976 Debentureholders 	<ul style="list-style-type: none"> • Live session: Q&A 	<p>Textbook: pp.215-228, 235-242 Martin Gelter and Geneviève Helleringer, "Constituency Directors and Corporate Fiduciary Duties" in A Gold & P Miller (eds), <i>Philosophical Foundations of Fiduciary Law</i> (OUP, 2014), only section 4; available online via Carleton library.</p> <p>BCE v 1976 Debentureholders paras.36-42</p> <p>Antony Van Duzer, "Debentureholders : The Supreme Court's Hits and Misses in Its Most Important Corporate Law Decision since Peoples" (2010) 43 UBC L Rev 205, pp.205-210, 212-214, 234-241.</p>
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11	9 April 2021	<ul style="list-style-type: none"> The role of comparative law in private law: obligations in focus 	<ul style="list-style-type: none"> Live session: Q&A 	<p>Andrew Burrows, "The Influence of Comparative Law on the English Law of Obligations" in Andrew Robertson, Michael Tilbury (eds), <i>The Common Law of Obligations: Divergence and Unity</i> (Bloomsbury, 2016) available online via Carleton library and via SSRN</p>
12	14 April 2021	No recorded materials for this session	<ul style="list-style-type: none"> General overview of the exam What to expect: formally scheduled take-home exam Q&A 	Review your notes and prepare questions

IMPORTANT POINTS ON COURSE DELIVERY: TEACHING AND COVID-19

COVID-19 significantly disrupted our lives so we cannot pretend that the Winter term will be business as usual. Accordingly, teaching and learning will require us to adjust the process as we proceed in this course.

My goal is for you to succeed and feel comfortable engaging with the materials as well as your peers throughout the term. Please be patient, understanding, and polite to everyone around you as we make our way through this course.

I will do my best to ensure smooth and structured course delivery throughout the term. To achieve this goal, I will need you to keep in mind the following features of the course this term, and certain basic points of order.

Structure of our “live” sessions: our live sessions will run for approximately 1 hour. During the “live” sessions, I do not intend to lecture, these sessions constitute a platform for you to ask questions about the recorded materials. I **may** introduce practical exercises (depending on the session), some questions for discussion that relate to the law of obligations and discuss the strategies how to best approach citations, legal writing, and building an argument. The sessions are not mandatory for attendance but can be beneficial for the students who prefer interactive learning. Please note that **I do not** intend to **repeat** the recorded content so prepare specific questions about the materials of this course for the live session.

- **Points of Order.** For “live” session of the class to run smoothly please follow these rules:
 - Please raise your hand virtually to ask a question or make an intervention. You can also ask your questions in the chat at any time during the session. Our engagement TAs will monitor the chat during our “live” session.
 - Be polite and considerate in all circumstances, particularly in all your written and oral communications with your peers, the TAs, and myself.
 - Do not panic if our online session discontinues, please use the link provided to you to rejoin the session. In the circumstances, if you cannot rejoin the session, get in touch with the TA/ tech support immediately so we can troubleshoot. Online disruptions such as Zoom bombing and alike are possible.
- **Etiquette:** Please be polite in all of your written and oral communications with me, your TAs, and your peers.
- **Emails:** please get in touch with me and your TAs via Cu Learn. The timeframe for the reply is **48 hours**. If the TAs or I did not get back to you within this timeframe, you could resend your inquiry. Please do not send more than one email with the same question more than once within the timeframe of 48 hours not including scheduled breaks (such as a reading week), and on the weekends. During the scheduled breaks and weekends, it will take longer than 48 hours for us to get back to you.
- **Please note that our TAs should be your first point of contact for all matters except approvals for extensions for Assignment 1 and substantive questions about the legal concepts.**

- **Please note that the TAs and I do not monitor our email outside regular working regular hours (8 am - 5 pm) workdays, scheduled breaks (such as a reading week and statutory holidays), and on the weekends.** You must plan your workload and questions in advance with this reply window in mind. These rules apply all your communications with me and the TAs.
 - **Questions on assignments:** prior to sending your question, please review this syllabus carefully. It is quite comprehensive and already may contain an answer to your question. Please also review the Rubrics, the FAQ document and the instructions at CU Learn. If any procedural questions still remain, please attend my office hours.
- **Office hours:** I encourage you to attend my office hours. You will find the Zoom link at CU Learn.

How to play PowerPoints

To play the PowerPoint recordings, download them, and put on the slide show mode. Alternatively, you can play each slide individually if you click on it (right bottom end). Accessibility of the core recorded materials is my chief concern. Please be understanding that some students have limited or unstable Internet connection. The PowerPoint recordings ensure that anyone can download the materials and play them on demand without constantly having access to the high-speed internet.

If you cannot understand how to play the recordings, please, do not email me, get in touch with TA.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact 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 Department of Equity and Inclusive Communities (EIC):

<https://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 Department of Equity and Inclusive Communities (EIC):

<https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

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: <https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/studentsupport/svpolicy/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who

compete or perform at the national or international level. Please contact your instructor 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

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.

<https://carleton.ca/law/current-students/>