

COURSE OUTLINE<sup>1</sup>


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<b>COURSE:</b>	<b>LAWS 2201G</b>
<b>TERM:</b>	<b>Fall 2020</b>
<b>PREREQUISITES:</b>	<b>LAWS 1000 (or one of Laws 1001/1002)</b>
<b>CLASS:</b>	<p><b>Day &amp; Time:</b> ONLINE  <b>Room:</b> Instruction comprised of edited CUOL Lectures (originally recorded in Fall 2019).</p> <p>All students registered in the course are able to access this video lecture content without fee from the CUOL VOD website.  <a href="https://vod.cuol.ca/vod">https://vod.cuol.ca/vod</a>  Login with your MC1 Password.  <b>CRN for this section is: 33622</b></p>
<b>INSTRUCTOR:</b>	<b>Professor T Brettel Dawson</b>
<b>TEACHING ASSISTANTS</b>	<p>Several TA's will assist me with marking related activities. They will be your first point of contact on assignments and course activities:</p> <p>I will be dividing the class into marking groups – assigning TAs to each group. You will see only your own marking group on the related CULearn discussion forum. There are NO group tutorials.</p>
<b>CONTACT:</b>	<p><b>Office Hrs:</b> Online. Options:</p> <ol style="list-style-type: none"> <li>1, Thursday afternoons "I'm in my ZOOM office" 2.00-3.30: Click into <a href="http://www.zoom.us">www.zoom.us</a> and enter (see cuLearn for login_information). You'll be placed into a 'waiting room' until I'm free to talk with you live.</li> <li>2. By appointment (via <b>ZOOM</b> or telephone appointment). I will send you the private zoom link.</li> <li>3. Any time, by posting a short video on <a href="http://www.flipgrid.com">www.flipgrid.com</a> Topic #: 9bc039c0. This allows you to 'talk to me'. Your video will be private. It isn't live but I will get back to you with my reply (similar to email timelines). I'm still sorting out to ensure that I get notifications of video posts.</li> <li>4. Email during weekdays to <a href="mailto:brettel.dawson@carleton.ca">brettel.dawson@carleton.ca</a>.</li> </ol> <p><b>Telephone:</b> I am not in my office or accessing my telephone or voice mail in Fall 2020 (COVID-19 conditions).</p> <p><b>Email:</b> <a href="mailto:Brettel.dawson@carleton.ca">Brettel.dawson@carleton.ca</a> (by far the best method to reach me) Allow 36 hours for reply. Do not expect replies on weekends, or before 9.00AM or after 6.00PM on week days.</p>

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<sup>1</sup> Subject to correction of errors and clarification as needed. This first edition of the Course Outline is subject to change until September 10, 2020.

## **CALENDAR COURSE DESCRIPTION**

Origins and scope of the concept of person in law and how concepts of legal personality change over time. Origins and scope of the concept of property and how concepts of property change over time.

## **QUICK COURSE SUMMARY**

Welcome to the course!

This Outline provides the information you need to navigate the course. It sets out how the course is organized, how to engage with the course and what you have to do to obtain marks. Use this outline initially as an orientation. Return to it often. **If you have a question about how the course runs, check here first!** I have also recorded two tapes that you can view on VOD (before classes begin): 1) an Introduction to the Professor and the Course; and 2) Course Logistics Explained.

This course is not a 'pure' online course. It is built around videotaped lectures delivered in-person in Fall 2019 and broadcast CUOL sections. These lectures are interactive (questions/answers and small group discussion/report back, polling). I have tidied up/updated some Slide Decks that go with the lectures. I hope you feel (almost) like being in class when you tune in to watch them (which is why I have left them in this format for Fall 2020).

There are no live or synchronous activities in the Course. You will need a strong internet connection to view VOD lectures. **cuLearn** is the hub for the course. Check it often!

The **text** (Casebook) is Dawson, *Persons and Property in Private Law*, THIRD EDITION, 2019. It is available in print and as an e-book. Plan to get the book and read assigned (core) readings: the Casebook is the backbone of the lectures and the assignments.

I am planning to pilot an app called **Flipgrid** which allows us all to post short videos to introduce ourselves and comment on course topics. Download the app! You can also access the topics I'll create at [www.flipgrid.com](http://www.flipgrid.com). Stay tuned!

There are **four take home assignments**. The final assignment is assigned during the Examination Period as a Take Home Examination.

There are also several activities that you will **complete in cuLearn**. Details follow.

- Your first culearn task in Week 1 is to introduce yourself on cuLearn or by video.
- In Week 2 you should complete the cuLearn assignment submission exercise to familiarize yourself with how you will submit your assignments on cuLearn.

I recommend that you plan to the following minimum time allocations:

- Set aside 3-4 hours per week for lectures and readings. Attending lectures/class time strongly correlates with better performance in a course.
- I recommend you pause the lecture every 20 minutes and note down what you recall and what you think is important before continuing. This has been shown to increase recall of material. Saves you study time!

- Read the assigned readings for each lecture/topic as term progresses. You'll be much more 'ready to go' when the Assignments are released. I have posted an annotated Table of Contents identifying Core Readings for assessment components.
- Set aside an initial 6-8 hours for each of the Assignments. They are open book, so this time includes focused 'study time' for the assignment. You will likely need longer to complete but at least create a window so you can get going.

Your well-being matters as we launch into the Fall Semester. As you settle to begin each lecture, I recommend that you take a moment to 'check-in' with yourself – noting down at least one good thing that has happened during your day and what made it good.<sup>2</sup>

Make a plan that works with your circumstances and the timelines set out in this Outline - and **stay on track!** I am assuming that most students will be taking something approaching a full course load. That's a lot to juggle in an online environment. Create a Master Schedule to help you coordinate it all!

Good luck! I am available throughout the course, along with our TAs, in a variety of ways including 'face to face' through zoom, asynchronous short video postings and email.

Now – dig into the details that follow!

### **DETAILED COURSE DESCRIPTION**

"Take the great foundational categories, identified by Gaius in his *Institutes*, of 'persons' (*personae*), 'things' (*res*), and 'actions' (*actiones*). The ontological importance of them must never be underestimated: the Gaian scheme represents the institutional structure of all Western legal systems inasmuch as all [private law] rules must attach to a person, a thing or a [legal claim] or remedy."<sup>3</sup>

In this course, we examine two of these 'great foundational categories' in private law: its legal subject, the **person**; and its legal object, **property**. The third, actions, is the subject of Laws 2202 Obligations, a companion course.

We examine the meanings and operation of person and property in our law through specific examples and case studies. We also explore a range of related questions including: What is the 'legal person'? Why does this legal construct matter (and to whom)? Who/What has (or has not) been a legal person (over time)? What is **property** as a legal construct? What can be owned, by whom and on what terms? Who or what has been classified as (public or private) property and thus seen as giving rise to claims to exclude others and obtain revenue from it? Why are some 'things or beings' regarded as legal persons and others as property?

As the above quote suggests, persons and property as now constituted, are foundational categories of **Western** law. Is it time to revisit these legal categories and the related structure of rights and powers associated with them? Zbyszewska has noted that "[t]he conceptualization of society and nature as separate realms has its origins in the scientific, intellectual, and social transformations... culminating in the European Enlightenment... [which advanced] a mechanistic (scientific) conception of nature as

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<sup>2</sup> This not crazy or flaky! It's backed by science! See <https://www.brainpickings.org/2014/02/18/martin-seligman-gratitude-visit-three-blessings/>

<sup>3</sup> Geoffrey Samuel, "Can the Common Law be Mapped?" (2005) 55 University of Toronto Law Journal 271 at 276, 280 at *Casebook*, 25).

dead, passive matter, governed by external forces”<sup>4</sup> and saw the Commons as abundant and limitless. We examine the proposition that it is necessary and possible to reimagine the law of persons and property. Changed scientific understandings of our biosphere (Earth), the urgency of reconciliation with Indigenous peoples in Canada and the rapidly unfolding climate emergency of our times make this task pressing and urgent.<sup>5</sup> The idea that private law offers something useful in these times of upheaval is suggested by Ugo Mattei who argues that [i]t has become especially important to inject ecological awareness into our system: “private law could steer human behaviour in the right direction...[because] It signals to people what is right and what is wrong in their daily encounters.”<sup>6</sup>

In summary, we study legal personhood over time including case studies of women, slaves, children, and corporations. We study the origin stories, purposes, and types of property in Canada. By interweaving themes of indigenous experience, ecology, and power, the course traces a narrative arc from Blackstone’s account of private law categories,<sup>7</sup> to newer approaches advancing ideas of Reconciliation and an Earth Jurisprudence through which we may reorder legal constructions of the lives and the resources we have thus far included (or excluded) within legal concepts of person and property.

### **CASEBOOK - REQUIRED**

T. Brettel Dawson, *Persons and Property in Private Law*, **THIRD EDITION** (North York, Captus Press, 2019).

**Reading is mandatory in this course! You will need to use the Casebook readings to complete course assignments.<sup>8</sup> Once you’ve decided to stay in the course, get the Casebook right away. I will not grant extensions based on your not having the Casebook or having the wrong edition.**

The Casebook book is available as an **e-book or in print**. Please order directly in the format you prefer from Captus Press (at a discounted price to cover some of the shipping cost). Please order using the following secure link. <https://secure.captus.com/checkout/offer.aspx?OfferID=1365>. Second-hand copies may be available at Haven Books or the University Bookstore but do not buy the second edition of the Casebook as it was significantly updated in its current third edition.

You are assigned about 30 curated pages to read each week. Some additional readings are posted on cuLearn by Topic.

**NOTE: DO NOT ACQUIRE OR USE SARGENT, ATKINSON, *JUST BETWEEN THE LAW AND US* IN ANY EDITION. THIS BOOK NOT USED IN THIS COURSE. THERE IS LITTLE OVERLAP WITH OUR REQUIRED TEXT. IT WILL NOT ASSIST YOU IN THE ASSIGNMENTS FOR THIS COURSE.**

### **CULEARN:**

<sup>4</sup> Ania Zbyszewska, “Regulating Work with People and ‘Nature’ in Mind: Feminist Reflections” (2018) 40:1 Comparative Labour Law and Policy Journal 9, at *Casebook*, 348.

<sup>5</sup> See Ripple et al, “World Scientists’ Warning of a Climate Emergency” (2019) Vol. XX No. X BioScience 1.

<sup>6</sup> See Ugo Mattei, *The Turning Point in Private Law: Ecology, Technology and the Commons* (Cheltenham: Edward Elgin, 2018) at 9.

<sup>7</sup> In his *Commentaries*, with which you will become quite familiar, and in which he drew from the Gaian scheme.

<sup>8</sup> See the Annotated Table of Contents posted on cuLearn to help you identify core readings.

cuLearn, the University's online learning management system, is **essential** in this course. Lecture slides, course information, assignment instructions and submission, discussion boards, and additional readings are available through cuLearn. Get into the habit of going to the course cuLearn page every couple of days (or whenever you settle down to work on the course).

## **LEARNING OUTCOMES**

This course is but one course in your degree program. However, I hope that it will help you to acquire really useful knowledge and skills; and deepen your personal connection to issues of person and property in the real world. I hope you will be able to **apply** your learning to new problems that arise in the areas covered by the course. And, I hope you will continue to learn about the subjects and issues discussed in the course long after the course has concluded.

Putting this into a more formal rubric, by the end of this course, you will be able to:

1. **define** the legal concepts of person and property, and **explain** how the legal concepts of person and property constitute a framework (taxonomy) by which law approaches ownership and decision-making related to its legal subject (persons) and its legal object (property );
2. **recall** and **explain** key primary legal material such as cases (court decisions) and legislation in our study of persons and property in private law
3. critically **analyze** and **assess** dynamics of legal inclusion and exclusion in frameworks of personhood and property, pointing to specific relevant examples;
4. **apply** socio-legal concepts such as legal ideology and social justice to connect the legal categories of person and property to relationships between power, property and legal personhood.
5. **assess and critique** the adequacy of current categories and organization (taxonomy) of persons and property to mitigate/worsen contemporary challenges in persons and property law including corporate dominance, reconciliation with indigenous peoples, racialization, and climate change;
6. **identify** and **evaluate** alternative jurisprudential approaches, categories and organizing ideas in the taxonomy of persons and property in law.

**Course assignments strongly correlate to these Learning Objectives.** In other words, pay attention to these Learning Objectives as they will provide you with guidance about my expectations of your work (and understanding) in course assignments.

## **EVALUATION**

The required components of assessment are set out below.

There are **FOUR** written assignments and several cuLearn activities. All components must be completed to obtain a passing mark in the course. I have designed the assessments (and release dates of Lecture tapes) in 'bite-size' chunks to keep you engaged with (and moving steadily through) the course.

**Late work receives ZERO marks.**

**Extensions** can be granted only by me, Professor Dawson. You must complete, sign and return the Extension Request Form (Self-Declaration) posted on cuLearn to me **before** the due date of the assigned work. You have three 'grace days' spread over the semester – where I will automatically

approve an extension request. Just fill in “grace day(s)”. However, once these are used up, you must provide compelling reasons for any additional Extension request.

- Medical notes are not normally required for extensions of less than one week. They do not in any case replace or supersede completion of the Extension Request Form. Extensions for longer than 7 days will normally not be granted. In extraordinary cases where extensions lasting longer than 7 days are requested, you will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

Instructions and topics will be posted on cuLearn. Completed work is submitted on cuLearn.

[Assignments Block]

Due Dates are as set out on the Course Schedule (see later in this Outline)

### **INDIVIDUAL ASSIGNMENTS (85% of your final grade in the course)**

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#### **Assignment 1: Short Essay 12%**

Draws on material Lectures 1-3

#### **Assignment 2: Short Answer Questions 28%**

Covers Lectures 1-5 inclusive

#### **Assignment 3: Short Essay 12%**

Draws on material: Lectures 7 & 8

#### **Assignment 4: Short Answer Questions 33%**

Covers Lectures 6-12 inclusive

Take Home Examination scheduled during the Examination Period.

### **CULEARN DISCUSSION FORUM ACTIVITIES 15%**

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#### **A. Introduce Yourself\*: 1%**

Post on cuLearn Discussion Forum or on [www.Flipgrid.com](http://www.Flipgrid.com) topic (see cuLearn Introduction Forum to Join Code to follow!

#### **B. Submission Exercise: cuLearn Assignments: 2%**

Complete and submit a ‘test assignment’ on cuLearn.

#### **C. React and Reflect: Discussion Questions\*: 6%**

Collaborative student discussion: post on course themes

Completed over the Semester: I will set up 5 Discussion Topics. Students must post/respond to THREE of these..

#### **D. Dialogue and Reflection: On Persons and Property: 6%**

Collaborative student discussion on Topic/Lecture 12: post and reply on course themes Completed over a defined eight (8) day period in two stages.

\*Students can respond on cuLearn or by [www.flipgrid.com](http://www.flipgrid.com) video assuming this new technology works as expected and we continue to use it (topic numbers will be posted on cuLearn). TBC!

The Professor retains the right to disallow any posting/response.

**Note:**

Marks will be posted on cuLearn Grade Book.

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. Grade Reports are prepared and submitted to the Dean after all grading is completed but are not final until approved by the Department and the Dean.

**INDIVIDUAL WORK ONLY!**

You must follow the University's policies on academic integrity. You must complete all work individually and it must be fully original. Do not share draft (or final) work with others in the class. Do not share your electronic files with other students as they may copy your work and you will be equally subject to academic investigation. You must not rely excessively on quotations as this will not count as being your own work. You must show your understanding of questions or issues independently of giving quotations.

I rigorously (and proactively) pursue suspicion of plagiarism and, without exception, refer to the Office of the Dean. I reserve the right to compare all files with other submissions in this course and other offerings of the course. If 'off topic' work is submitted, I reserve the right to consult with your other instructors to confirm that you are not 're-using and re-cycling' your work, which is strictly prohibited.

**SUMMARY COURSE SCHEDULE AND KEY DATES (ASSESSMENTS)**

Nominal First Day of Classes: Thursday September 10

Nominal Last Class: Thursday December 02

All assessments to be posted by 10.59PM on cuLearn unless otherwise specified.

<b>Teaching Weeks (Nominal Thursday Class)</b>					<b>Key Dates</b>
<b>Class</b>	<b>Lecture</b>	<b>"Class Date"</b>	<b>Tape Released</b>	<b>Assessment <u>Open</u> on cuLearn</b>	<b>Assessment <u>Close</u> (Due) On cuLearn</b>
		Introductions and Course Overview	Before start of classes	Introduce Yourself! September 01	
		Course Logistics: Explained!	Before start of classes		
<b>*Week 1</b>	L1	10 September	September 9	Assignment Submission Exercise: September 10	Introduce Yourself (cuLearn or flipgrid). <b>DUE September 19</b>
<b>*Week 2</b>	L2	17 Sept	September 16		cuLearn Submission Exercise: <b>DUE September 19</b>
<b>Week 3</b>	L3	24 Sept		Short Essay 1: September 25	
<b>*Week 4</b>	L4	01 October	September 30		Essay 1 <b>DUE October 04</b>
<b>Week 5</b>	L5	07 October		Short Answer Qs 1 October 08	
<b>*Week 6</b>	L6	14 October	October 13		Short Answer Qs 1 <b>DUE October 17</b>
<b>Week 7</b>	L7	21 October			
<b>Fall Reading Week</b>					
<b>*Week 8</b>	L8	04 November	November 3	Short Essay 2: November 5	
<b>Week 9</b>	L9	11 Nov			Essay 2: <b>DUE November 15</b>
<b>*Week 10</b>	L10	18 Nov	November 17	Dialogue on Persons and Property: December 01	
<b>Week 11</b>	L11	25 Nov			



<b>Week 12</b>	L12	02 December			Dialogue on Persons and Property: Due: <b>December 04</b> (Stage One) and <b>December 08</b> (Stage 2)
<b>Exam Period</b>		12 -23 December	Scheduled. Open Book	Short Answer Qs 2 <b>December 12</b>	
			6 days		Short Answer Qs 2 <b>December 23 @ Noon</b>

**DETAILED SCHEDULE OF (VOD) LECTURES:  
TOPICS AND READINGS**

Please read the assigned material before each lecture and review it again after each lecture. Not all material covered in the lecture will be examined in assignments. **Pay particular attention to the Core Readings in the Annotated Table of Contents (Casebook) as posted on cuLearn and in the Additional Readings on culearn.**

Topic	Slides for each lecture are posted on cuLearn.	Lecture (VOD) PowerPoint Pathway/Flow	Assigned Readings <sup>9</sup>
A	<b>Course Logistics (VOD CUOL)</b>	Standalone VOD Tape	Course Outline
B	<b>Professor Student Introduction and course overview/learning objectives (VOD CUOL)</b>	Standalone VOD Tape	
1	<b>Introduction: Persons, Property and Legal Ordering</b>  Discussion/Response: Opening examples (Ch 1A)	Lecture 1 Deck 1  Continues - Lecture 2 Deck 2: Slides 2-10	Ch 1A Starting Points Ch 1B (initial review)  Ch 1 of Casebook is posted on cuLearn.
2	<b>The Legal Person Constructed</b>  Foundational Categories Legal Personification in Theory and Practice  We will discuss the history of 'the legal person' concept and various definitions. The case study (Ch 2B) considers legal cases where legal personality was in issue in relation to African slaves in the 'New World'.	Lecture 2 Deck 2: Slides 10 to end  Continues - Lecture 3 Deck 3: Slides 1-21	Ch 2A Ch 2B Ch 1B (reprise)  cuLearn: Gregson v Gilbert
3	<b>Women: Property, Person and Place</b>  Women's historical exclusion from public and professional roles (not considered included in the term 'persons') and  Women's historical exclusion from	Lecture 3 Deck 3 Slides 23-49  Continues: Lecture 4 Deck 4: Slides 1-26	Ch 3A Ch 3B

<sup>9</sup> In Fall 2020, I am reducing the amount of examined content. **See the Annotated Table of Contents on cuLearn** I have indicated the core readings you should focus you on because they relate closely to assignments. I have also annotated the cuLearn Additional Readings to indicate CORE readings. The readings associated with each topic formed the basis of the lecture.

	property ownership (if married).		
4	<p><b>Legal Person/Human Body</b></p> <p>Possessing the self (body) in law Medical decision-making (sterilization)</p> <p>The case study (Ch 4B) considers 'legal personhood' (in the sense of self-ownership of our bodies. We examine substitute decision-making with respect to sterilization of women with intellectual/cognitive impairment. We also examine litigation challenging (coerced) sterilization of Indigenous women.</p>	<p>Lecture 4 Deck 4: Slides 28-35</p> <p>Continues - Lecture 5 Deck 5: Slides 1-14</p>	<p>Ch 4A Ch 4B</p>
5	<p><b>Legal Personality and Decision-Making:</b> Beginnings</p> <p>Medical decision-making: Children</p>	<p>Lecture 5 Deck 5: Slides 15- 36</p>	<p>Ch 5A Cha 5B</p>
6	<p><b>Beyond the Human Being: Legal Personality and Non-Human Entities</b></p> <p>This lecture focuses on the legal status of the corporation (history, theory, critique). We also discuss (reprise) legal personhood and robots/AI.</p>	<p>Lecture 6 Deck 6: Slides 1-38</p> <p>Continues - Lecture 7 Deck 7: Slides 1-3</p>	<p>Ch 6 Ch 1A (reprise)</p> <p>cuLearn Data v StarFleet</p>
7	<p><b>The Idea of Property</b></p> <p>Concept, Rationales, Definitions Case Study: Property and Power</p> <p>After some opening discussion of examples, we begin to define property and the legal relationships it creates.</p> <p>We start from the premise that humans and human laws have made property claims over previously wild places, displacing peoples and other species. How has that been justified? How have laws reinforced preferences in favour of property claims (and whose)?</p> <p>Our case study examines the 'right to</p>	<p>Lecture 7 Deck 7: Slides 4-30</p> <p>Continues - Lecture 8 Deck 8: Slides 1-22</p>	<p>Ch 7A Ch 7B Opening discussion examples cuLearn</p>

	exclusion' claimed in private property. We look at shopping malls (Harrison) and the role of property law in segregation (Shelley, and Noble).		
8	<p><b>Private Property (Mainly)</b></p> <p>Origin Stories I: Private Property Case Study: Becoming Property (or Not)</p> <p>This module presents the story, (and justifications) advanced, of private property within the common law legal tradition. The case study examines 'natural wonders of the world' and news of the day.</p>	Lecture 8 Deck 8: Slides 24-55	Ch 8A Ch 8B
9	<p><b>Troubling the Boundaries of Private Property</b></p> <p>The Commons Property and Conservation</p> <p>We introduce the driving concern of the impact of industrialized economies on the planet. We note that property law has not been concerned with conservation but rather claims to exclusivity and extraction. We discuss The Commons (touching on the Hardin-Ostrom debate) and examine property disputes illustrating the mindset of property law in relation to the underlying resources (e.g., fish, water, air).</p>	Lecture 9 Deck 9: All Slides	Ch 9A Ch 9B
		Continues – Lecture 10, Deck 10 Slides 1-7	cuLearn: Hardin, Tragedy of the Commons
			Scientific Report (2019) Climate Emergency – relevant for Topics 9-12
10	<p><b>Public Property/Indigenous Land: Parks and Wilderness</b></p> <p>Origin Stories II: Public (Crown) land in Canada Case Study: Non-Ownership/Co-Governance</p> <p>In this class we retell the story of property law/property ownership in Canada – this time from the point of view of indigenous peoples.</p>	Lecture 10 Deck 10 Slides 9-68	Ch 10A Ch 10B
		Continued Lecture 11 Deck 11, Slides 1-17	cuLearn: Davies on Locke and Colonial Land Appropriation
			Forced removals (Banff)

11	<p><b>Eco Systems, Reconciliation and Legal Categories</b></p> <p>Property or Person? Non-ownership?</p> <p>Is there a different way (or a third way) to engage with wilderness and public property/Crown land in Canada?</p> <p>Ideas of Reconciliation between indigenous and non-indigenous peoples are explored.</p>	<p>Lecture 11 Deck 11: Slides 19-50</p> <p>Continued Lecture 12, Deck 12 Slides 2-5.</p>	Ch 11
12	<p><b>Conclusion: From Blackstone to Berry – Revising Categories (Taxonomies) of Person and Property</b></p> <p>In this class we go back to the taxonomy of private law and trace its impacts on social and legal systems in Canada. The backdrop is climate change and accelerating devastation of the planet through industrialization. We touch on Earth Jurisprudence as an alternate conceptualization of legal relations between humans and the planet.</p>	<p>Lecture 12 Deck 12 Slides 6-51</p>	<p>Ch 12</p> <p>cuLearn: Thomas Berry, Ten Principles</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: <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](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 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/studentssupport/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/>