

Course Outline

COURSE:	LAWS 4903D – Is Religious Freedom a Human Right?
TERM:	FALL 2020
PREREQUISITES:	LAWS 2908 and fourth-year Honours standing.
CLASS:	Day & Time: Mondays 2.30-5.30
	Room: All Courses in the Fall 2020 term are offered online.
	Please check Carleton Central for current Class Schedule.
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Zoom room (please contact Dr. Adrian for an appointment)
	Office Hrs: All Office Hours will be held by zoom and pre-arranged. All Students are strongly encouraged to make an appointment with Dr. Adrian.
	Telephone: 613.520.2600 x. 2085 (best to reach me via e-mail)
	Email: Melanie.adrian@carleton.ca

Please note: This course will be delivered using a combination of online videos, podcasts, readings and "live" sessions using the Zoom conferencing platform. These live sessions will be held during our regularly scheduled class time.

CALENDAR COURSE DESCRIPTION

The topics of this course vary from year to year and are announced in advance of registration.

COURSE DESCRIPTION

This course will consider the legal, theoretical, and theological interconnections between religion and human rights. The course will familiarize students with key concepts including definitions of human rights and religious freedom, secularism and universalism. Attention will be paid to the interdependence of legal and religious perspectives. These fundamental concepts will be brought into dialogue through a series of case studies from, for example, Turkey, India, Canada, and the USA.

REQUIRED TEXTS

All mandatory reading and audio-visual materials are available on CUlearn. No books or materials need to be purchased for this course.

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.

1. Blog Submissions (40%): Students will be asked to contribute to a blog three times a week, once by way of their own original submission and twice as intervener (respondent) to someone else's work. Submissions should be at least 500 words and address an issue/course theme and engage with at least one **reading and one other resource** from that week. Students are welcome to interlace the commentary on the readings with the audio-visual materials. Responses should be at least 250 words and substantively engage an idea raised in a submission. Blog submissions must be completed and submitted by Friday at noon at the latest. There are 11 opportunities to blog. Students must blog at least 10/11 times. The first response is due at the latest by Friday, September 18th. Responses must be submitted by Sunday at noon at the latest. The first response is due (at the latest – students may choose to start the week of September 8 to get a head start) Sunday, September 20th. For more information please see the grading rubric on CULearn. Please note that students will be required to submit all of their written work (including submissions, responses and date/time of submissions) to Dr. Adrian at the end of the semester. All of the submissions will be read but two of the submissions will be chosen at random for grading purposes.

2. Tutorial Attendance (10%): We will be meeting for a tutorial on zoom once a week for an hour and a half. The class will be divided into two. The first group will meet on Mondays at 2.30-4.00 and the second group on Mondays from 4.00-5.30. During the first 30 minutes, students will meet in “Book Club” to discuss the blog activities and readings of the week in a self-directed way. Dr. Adrian will join you at 3pm (or 4.30 for group 2) for a discussion.

Please note that we will all meet on September 14 on zoom (link to be sent to your e-mails) to provide an introduction to the course. **Tutorials will begin on September 21.** There are 11 tutorial meetings and students must attend 10/11 *in their entirety* for full marks. [Please note, we are NOT meeting on October 12 – Thanksgiving – or October 26 – reading week.]

3. Participation in the Research Study (10%): Students will have an opportunity to participate in a research study being conducted about online learning/teaching. Participation is voluntary and involves filling in a questionnaire three times throughout the course (beginning, middle and end). Please note that **Dr. Adrian is not involved in the communications or collection of data throughout the term. Dr. Adrian does not have access to the data at any time during the term and will only have access to the data in fully anonymized form after the term is finished.** The lead researcher, Ms. Kimiya Missaghi (KimiyaMissaghi@email.carleton.ca) is responsible for the collection and anonymization of all data. This grade is determined by participation only: if students fill out the three questionnaires, they will receive a full 10%. Once the term is over, all grades for the course have been submitted and all data has been anonymized, Dr. Adrian will be involved in the analysis of the collected data. Students who choose not to participate will have the opportunity to write a graded assignment worth 10%.

4. Final Paper/Podcast Assignment (40%): Students may select to either write a 20-page paper on a subject of their choosing that is related to the course themes. Students choosing this option are strongly encouraged to contact and discuss their topic with Dr. Adrian. Papers will be individually graded. Alternatively, students can work in groups of (up to) 3 students and create a podcast about a topic relating to the course themes and readings. Podcasts will be given a group mark. For more information please see the grading rubric and outline of the assignment on CULearn. **All assignments are due on Friday, December 11 at noon in the dropbox on CULearn.**

In Summary:

What	When	Where	Notes
Blog Submissions	Friday at noon weekly	Course blog	First one due Friday, Sept.18 th at noon
Blog Responses	Sunday at noon weekly	Course blog	First two due on Sunday, September 20 th at noon
Summary of Blog Responses	Friday, December 11 th at noon	Dropbox on CULearn Course page	Must have 10 entries in total
Tutorial Attendance	Weekly at 2.30 or 4.00	zoom	Attend 10/11 for full marks
Participation in the study	Three questionnaires throughout term	To be managed by lead researcher Kimiya Missaghi (KimiyaMissaghi@cmail.carleton.ca)	Participation grade is based solely on submission of questionnaires and are not graded
Final Assignment	Friday, December 11 at noon	Dropbox on CULearn Course page	

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Policy on late submission of work: Late submissions will be deducted one letter grade per 24 hours (including weekends). Thus, a paper/proposal etc. with a value of B+ due on Wednesday would be given a B on Thursday and C+ on Monday.

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 on CULearn and submit it to the instructor prior to the assignment due date. **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).

Important Information from Dr. Adrian that YOU NEED to read:

Please, read this outline: Students are responsible for knowing the information contained in this outline and for following instructions on assignments. If you have any questions, please contact your teaching assistant first and the course instructor second.

On the themes of this course: we will be discussing sensitive and controversial issues in this class. No doubt there will be differing ideas on right and good. Everyone must do their best to be respectful at all times. Racist, misogynist and otherwise inappropriate comments will not be tolerated.

Tutorials: Please turn your cell phones, computer alerts or other distractions off while we are in tutorial. We are going to try, as best we can, to come together to discuss and learn – and we only have an hour a week to do so. Texting or doing other things while on a call gives others the impression that you have better and more important things to do with your time. While I will not mandate that you all use your video while in the tutorial, I would strongly encourage you to do so. It will help all of us learn better if we can see one another. Plus, it is just weird speaking about these important and sensitive issues with black screens.

Reading and Participation: This class will succeed or fail based on your commitment. You should be coming to tutorial having done the reading and prepared to contribute to a discussion. The texts are important, but you, the students, are the greatest resource. You all bring different perspectives and distinctive ways of thinking to the class. Speak up. Be heard.

Hey Folks, we are Living through a Pandemic: I know that you know this. Obviously. So, here's the thing: teaching and learning online on this scale are new to most of us. Plus, there are the financial, emotional and psychological costs that we are all living that will likely keep weighing on us in various forms throughout this term. While we are all suffering in one way or another, it has been shown that the effects of this virus are [felt disproportionately by racialized and poor communities](#). So, while we are in this together, some of us are living this differently. Let's keep this in mind as we make our way to learning in this semester.

My hope is that we can be *led* by kindness, compassion and increased communication. I also hope that we will help one another understand new technologies, that we will give each other time to respond, and that we work collaboratively more than ever.

SEMESTER SCHEDULE

Week 1: Introduction / COVID-19

Themes: Religion and Public Health Emergencies – a Right to Gather?

September 14

Required Reading:

1. **Case:** *Calvary Chapel Dayton Valley, Applicant v. Steve Sisolak, Governor of Nevada, et al*

Required Viewing:

2. Video: [Trailer to the course](#) [00:59]
3. Video: Natasha Bakht on 'How to read a case.' [17:15]
4. [Berkley Centre Zoom Meeting on the COVID-19 Crisis and Religious Gatherings](#) [1:11:43]
5. [António Guterres Addressing Counter COVID-19 Related Hate Speech](#) [2:22]
6. [How COVID-19 is inflaming India's social and religious tensions](#) [7:03]
7. [Ramadan Call to Prayer in Windsor](#) [1:52]
8. [Toronto Sun: Church bells ringing in Toronto and the rising interest in religion](#) [1:24]

Week 2: What is Religion?

Themes: How is Religion Defined? Who Defines Religiosity?

September 21

Required Reading:

1. **Case:** *Syndicat Northcrest v Amselem* [2004] 2 S.C.R. 551
2. **Legislation:** *Canadian Charter of Rights and Freedoms*, sections 2 and 15
3. Woodhead, Linda. 2011. "Five concepts of religion." *International Review of Sociology* 21 (1): 121-143.
4. Birdsall, Judd, and Lori G. Beaman. 2020. Faith in numbers: Can we trust quantitative data on religious freedom and religious affiliation? (Report, 22 June 2020) *The Transatlantic Policy Network on Religion & Diplomacy*. Cambridge, UK: Cambridge Institute on Religion & International Studies.
5. McGuire, Meredith. 2008. *Lived Religion: Faith and Practice in Everyday Life*. New York: Oxford University Press
OR Ammerman, Nancy T. 2020. "Rethinking Religion: Toward a Practice Approach." *The American Journal of Sociology* 126 (1): 6–51.

Required Viewing:

6. PowerPoint: Jennifer Dekker and Julie Lavigne on how to do media research
7. [6 lenses for looking at religion](#) [10:38]
8. Documentary: *I, Pastafari* [56:00] (Available on Amazon Prime Video, Vimeo, iTunes)
9. Bruce Ryder talking about religious freedom and equality rights in Canadian law [11:00]

Suggested Reading:

10. Habermas, Jürgen. 2008. “Notes on post-secular society.” *New Perspectives Quarterly* 25 (4): 17-29.
11. Davie, Grace. 2007. “Believing without Belonging to Vicarious Religion: Understanding the Patterns of Religion in Modern Europe.” In *The Role of Religion in Modern Societies*, edited by Detlef Pollack and Daniel V. A. Olson, 165-176. New York: Routledge.
12. [Google Virtual Tours](#) for blog discussion

Week 3: Is Religious Freedom a Human Right?

Themes: Boundaries and Limits of Rights; Religion and State

September 28

Required Reading:

1. **Case:** *Kwazulu-Natal and Others v Pillay* (CCT 51/06) [2007] ZACC 21
2. **Legislation:** [ICCPR Art. 18](#), [UDHR](#)
3. Witte Jr, John, and M. Christian Green. Introduction to *Religion and Human Rights: An Introduction*, edited by John Witte Jr. and M. Christian Green, 3-24. Oxford University Press, 2011.
4. Beckford, James A. and James T. Richardson. “Religion and Regulation.” In *The SAGE Handbook of the Sociology of Religion*, edited by James A. Beckford and N. J. Demerath III, 396-418. London: SAGE.

Required Viewing:

5. Animation on religious freedom and international legislation [under 10 minutes]
6. [The right to manifest \(practice\) religion or belief](#) [8:38]
7. [Elizabeth Shakman Hurd on The Politics of Religious Freedom](#) [47:43]
8. [Jenna Reinbold on Seeing the Myth in Human Rights](#) [21:04]

Week 4: USA

Themes: Competing Rights, The Limits of Freedom and Religious Compulsion

October 5

Required Reading:

1. **Case:** *Masterpiece Cakeshop vs Colorado Civil Rights Commission*
2. **Legislation:** First Amendment to the United States Constitution
3. McGraw, Barbara A., and James T. Richardson. 2019. “Religious Regulation in the United States.” *Oxford Research Encyclopedia of Politics*.
4. Sullivan, Winnifred Fallers. 2018. [“Is Masterpiece Cakeshop a Church?”](#) *The Immanent Frame*, June 8.

Required Viewing:

5. [NPR: “Gay Couples’ Rights Vs. Artistry in Supreme Court Case”](#) [2:51]
6. [ABC News: “SCOTUS same-sex wedding cake decision”](#) [9:06]
7. [Oral Argument for Masterpiece Cakeshop v. Colorado Civil Rights Commission](#) [1:28:12]
8. [CityNews: “Videographer refused to film same-sex wedding”](#) [2:09]

Suggested Reading:

9. Jakobsen, Janet R., and Ann Pellegrini. 2004. *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*. Boston: Beacon Press.

Suggested Viewing:

10. Documentary: *Hail Satan?* [1:34:29] (Available on Netflix)

Week 5: Canada

Themes: Citizenship, Living Religion and State, Neutrality, Accommodation

October 12

Required Reading:

1. **Case:** *Canada (Citizenship and Immigration) v. Ishaq*, 2015 FCA 194
2. **Legislation:** Bill 21
3. Jedwab, Jack. 2019. [“Multiculturalism and Interculturalism: Lifting the Veil.”](#) *The Canadian Institute for Identities and Migration*.
4. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Introduction, P. 3-23;

Required Viewing:

5. [Limitations to Freedom of Religion or Belief](#) [19:46]
6. [Prof. Robert Leckey on the Quebec secularism law one year later](#) [22:04]
7. [Podcast on Producing Muslims in Canada: “The Niqab Ban Unveiled.”](#) [16:28]
8. [CBC News: The Politics of the Hijab in Canada](#) [6:48]
9. [Canadian Civil Liberties Association on Bill 21](#) [2:27]
10. Documentary: [Muneeza in the Middle](#) [54:00]

Suggested Reading:

11. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Chapter 1 (Figures that Haunt the Everyday), P.24-62; Chapter 3 (Secularism in Canada), P.89-120; Conclusion, P.178.

**October 12, 2020 - Statutory Holiday, University Closed –
no Book Club or Tutorial Meeting this week**

Week 6: Canada

Themes: Religion, Indigeneity and the Environment

October 19

Required Reading:

1. **Case:** *Ktunaxa Nation v. British Columbia*
2. **Legislation:** UNDRIP
3. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. “A Comment on Terminology” P.XIII-XVII; Introduction, P.3-28; Chapter 1: The Depth of Religious Freedom, P.29-49.
4. Please complete *both* Indigenous Learning Bundles (CULearn under week 6).

Required Viewing:

5. [How UNDRIP Changes Canada’s Relationship with Indigenous Peoples](#) [5:12]
6. [Interview with Val Napoleon and Rebecca Johnson](#) [29:55]
7. [CBC Radio: John Borrows on First Nations and human rights](#) [53:58]
8. [How New Zealand’s Maori Won Personhood for a River](#) [17:01]
9. [Kent Monkman painting gallery](#)

Suggested Reading:

10. Borrows, John. 2018. “Earth-Bound: Indigenous Resurgence and Environmental Reconciliation.” In *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*, edited by Michael Asch, John Borrows, and James Tully, 49-81. Toronto: University of Toronto Press.
11. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. Chapter 2: Secularization, Dispossession, and Forced Deprivatization” P. 50-77; Chapter 6: The Potential and Limits of International Mechanisms of Redress, P. 162-183.

October 26 – 30, 2020 - Fall Break - No Classes

Week 7: India

Themes: Religion and Our Planet

November 2

Required Reading:

1. **Case:** *Mohd Salim v State of Uttarakhand & Others*
2. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Introduction, P.1-18.
3. Kodiveri, Arpitha. 2019. [“If nature has rights, who legitimately defends them?”](#) OpenGlobalRights, March 21.

- Alley, Kelly D. 2019. "River goddesses, personhood and rights of nature: implications for spiritual ecology." *Religions* 10 (9): 502.

Suggested Reading:

- Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Part I, P. 19-72.
- Jenkins, Willis. 2017. "Feasts of the Anthropocene: Beyond Climate Change as a Special Object in the Study of Religion." *South Atlantic Quarterly* 116: 69–81.
- Sen, Ronjoy. 2016. "Secularism and Religious Freedom." In *The Oxford Handbook of the Indian Constitution*, edited by Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta, 1396-1423. Oxford: Oxford University Press.

Required Viewing:

- Interview with Shekhar Hattangadi
- [Linda Sheehan on Codifying Nature's Rights in Human Law](#) [19:18]
- [India Coronavirus Lockdown Improves Water Quality of River Ganga & Yamuna](#) [3:48]
- Documentary: *Holy (Un) Holy River* [60:00]
- Documentary: *Life on the Ganges* [10:00]

Suggested Viewing:

- Documentary: *Anthropocene: The Human Epoch* [1:27:00]

Week 8: Australia

Themes: Religion, Identity and Equality

November 9

Required Reading:

- Case:** *Israel Folau v Rugby Australia Limited & Anor*
- Legislation:** [Revised Religious Discrimination Bill 2019](#)
- Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Chapter 16 (Marriage Registrars, Same-Sex Relationships, and Religious Discrimination in the European Court of Human Rights).
- Evans, Carolyn, and Cate Read. 2020. "Religious freedom as an element of the human rights framework." In *Freedom of Religion or Belief: Creating Constitutional Space for Fundamental Freedoms*, edited by Paul T. Babie, Neville G. Rochow and Brett G. Scharffs, 20-39. Cheltenham, UK: Edward Elgar Publishing.
- Croome, Rodney. 2011. "'True and Good Citizens.'" *Overland* 203: 15-25.

Required Viewing:

- Interview with Douglas Ezzy

7. [Podcast on Religious Freedom in Australia and the Religious Discrimination Bill](#) [51:11]
8. [ABC: Q&A on Israel Folau, Religious Freedom and Vulnerable Australians](#) [6:49]

Suggested Reading:

9. Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Read Part 5: The Two Concluding Perspectives.

Week 9: Italy

Themes: Culture and religion; majority/minority relations

November 16

Required Reading:

1. Case: *Lautsi and Others v. Italy*
2. Beaman, Lori G. 2012. "Battles over symbols: the religion of the minority versus the culture of the majority." *JL & Religion* 28 (1): 67-104.
3. Hutchinson, Sikivu. 2018. "Respectability Among Heathens: Black Feminist Atheist Humanists." In *Humanism and the Challenge of Difference*, edited by Anthony B. Pinn, 37-50. Cham: Palgrave Macmillan.

Required Viewing:

4. Interview: Effie Fokas
5. [Vice News: "The Far-Right Is Trying to Make Crucifixes Mandatory in Italy"](#) [5:56]
6. [Journeyman Pictures: "Clashing over the Crucifix"](#) [8:09]
7. [Changing world map of religious nones](#) [0:49]
8. [Uffizi Gallery in Florence, Italy displaying crucifixes in Italian art](#)

Suggested Reading:

9. Beaman, Lori G. 2020. *The Transition of Religion to Culture in Law and Public Discourse*. New York: Routledge.
10. Astor, Avi, and Damon Mayrl. 2020. "Culturalized Religion: A Synthetic Review and Agenda for Research." *Journal for the Scientific Study of Religion* 59 (2): 209-226.

Week 10: Turkey

Themes: Secularisms and Republicanism Reconsidered

November 23

Required Reading:

1. Case: *Hasan and Eylem Zengin v. Turkey*

2. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Introduction (The Hegemony of Secularism, Gender and Space), P.1-20.
3. Kardam, Filiz, and Kurtulus Cengiz. 2011. "Republican citizenship in Turkey: Historical development, perceptions and practices." *Middle Eastern Studies* 47(1): 151-165.

Required Viewing:

4. Interview with Onder Kucukural & Kurtulus Cengiz
5. [AFP News: "Rise of Islamic schools causes alarm in secular Turkey"](#) [2:43]
6. [TIME: "Turkey's Unconventional Muslim Minority"](#) [3:05]
7. [International Reporting Project: "Religion in Secular Turkey"](#) [6:33]

Suggested Reading:

8. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Chapter 2 (A Tradition of Regulations: Shedding Light on the paradoxes of the Languages of Secularism), P.21-42; Conclusion (An Invitation to Transcend the Secular/Religious Divide), P.140-151.
9. Bhandar, Brenna. 2009. "The Ties that Bind: Multiculturalism and Secularisms Reconsidered." *Journal of Law and Society* 36 (3):301-326.

Week 11: France

Themes: Private lives, Secular Publics

November 30

Required Reading:

1. **Case:** *SAS v France*
2. Beaman, Lori G. 2016. "Living together v. living well together: A normative examination of the SAS case." *Social Inclusion* 4 (2): 3-13.
3. Adrian, Melanie. 2015. "Outlawing the veil, banning the Muslim? Restricting religious freedom in France." *CrossCurrents* 65 (3): 371-379.
4. Fokas, Effie. 2018. "The Legal Status of Religious Minorities: Exploring the Impact of the European Court of Human Rights." *Social Compass* 65 (1): 25-42.

Required Viewing:

5. Interview/Video: Natasha Bakht discussing SAS
6. [Recorded hearing for SAS v France](#) [1:40:22]
7. [Journeyman Pictures: "Saving France's Secular Identity?"](#) [20:35]
8. [Al Jazeera: "France, secularism and hijab paranoia."](#) [10:57]
9. Film: *Mariam* [45:00]

Week 12: Conclusions and Wrapping Up the Term

December 7

December 11, 2020

Fall Term Ends

Last Day of Fall Term Classes

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://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/>