

THE CHARTER OF RIGHTS AND FREEDOMS

Spring 2020

Instructor: David Said
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Class: Mon, Wed - 6:30pm to 9:30pm
Location: Online (Zoom Meetings)

Office: Zoom Meeting Room
Office Hours: By Appointment

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Course Description

The introduction of the Charter of Rights and Freedoms into the Canadian constitutional landscape in 1982 dramatically altered the relationship between Canadians and their governments as well as the interaction between elected legislatures and governments and the courts. Thirty-five years later, in an era of a rights culture, citizens are as likely to look to the courts to protect or pursue their policy goals as they are to their elected legislatures and the ability of the state to govern in historic and/or traditional ways has been greatly altered. Underlying these changes is an ongoing debate (both academic and in the practices of politics) concerning judicial activism and the appropriate role of the judiciary in democratic states versus the actions of seemingly more legitimate elected governments.

The course is intended to give students a greater understanding of the interaction between politics, the courts and the law and to provide insight into some of the legal and political limitations faced by governments in attempting to make public policy in Canada as a result of the Charter of Rights and Freedoms.

Course Objectives

By the end of the course students should be able to:

- Have a greater understanding of the interaction between the legislative and executive branches of government with the judiciary in the context of a constitutional bill of rights;
- Be able to describe the constituent elements of the Canadian Constitution and the key legal and political rights set out in the Charter of Rights and Freedoms;
- Analyze current political and public policy issues from a legal and civil rights perspective;
- Apply the knowledge they have gained to generate arguments on either side of an issue and appraise the validity and legitimacy of arguments advanced in public by politicians and the media in relation to claims from citizens under the Charter of Rights and Freedoms;
- Able to present arguments and case summaries in written format in a brief, clear and concise manner supported by evidence and theory.

Required Materials and Texts

Note: All required and optional materials and texts will be provided on Avenue to Learn

Class Format

Due to COVID-19, the course will be structured around an on-line delivery format. Content and course material will be delivered using both synchronous and asynchronous methods. The course is divided into two components: Recorded Zoom Lectures (asynchronous), and 50-minute Zoom Group Meetings (synchronous). Zoom lectures will be uploaded at the beginning of each week in Avenue to Learn and remain accessible to students throughout the remainder of the course.

In addition to the Zoom Lectures, students will have the opportunity to interact with one another and the instructor during the Zoom Group Meetings which will take place during the regular scheduled times for class (Monday and Wednesday, 6:30pm- 9:30pm). Groups of approximately 14 to 17 students at a time will meet with the instructor during regularly scheduled class times in an interactive format. During this time, students will have the opportunity seek clarification concerning the information being provided to them.

The course is scheduled for two three-hour sessions per week and each session will be divided into three 50-minute group meetings. Each group will have a particular meeting time which is determined by the student's last name. Groups will meet **twice per week** unless stated otherwise in the course schedule. Groups are determined by student's last names. These groups will also be utilized to help organize and facilitate online discussions for participation.

Zoom Groups:

LAST NAME	GROUP #	Zoom Meeting Time
A – H	Group # 1	<i>Monday, Wednesday 6:30pm – 7:20pm</i>
I – P	Group # 2	<i>Monday, Wednesday 7:30pm – 8:20pm</i>
Q – Z	Group # 3	<i>Monday, Wednesday 8:30pm – 9:20pm</i>

Netiquette Expectations:

This course relies heavily upon virtual interactions through on-line platforms such as "Avenue to Learn" and "Zoom". Students are reminded that the same protections, expectations, guidelines and regulations used in face-to-face settings apply, in addition to other policies and considerations that are included for online course interaction.

Inappropriate behavior will not be tolerated. Such behavior includes, but is not limited to: posting inflammatory messages about the instructor or classmates, using obscene or offensive language online, copying or presenting someone else's work as your own, using threatening or harassing, or discriminatory language, attempting to compromise the security, privacy or functionality of the online learning systems or contravening privacy terms and conditions. **Respect** for all must be upheld at all times with no exceptions.

Course Evaluation – Overview

1. Case Briefs (15% x2) Due May 20, 2020 (11:59pm) and June 10, 2020 (11:59pm)
2. PBL Discussion Posts 30% (5% x 6)
3. Take Home Exam (40%) June 17, 2020 (11:59pm)

Course Evaluation – Details

Case Briefs (15% each for a total of 30% of the final grade)

Due May 20, 2020 (11:59pm) and June 10, 2020 (11:59pm)

Please note that the due dates listed in this outline are tentative and subject to change. Timing of actual due dates will depend on coverage of course materials.

Students will submit two (2) brief papers (maximum length to be set out in each assignment) based on a judicial decision associated with a Supreme Court of Canada case dealing with a Charter of Rights and Freedom issue. Using the Case Brief Template provided, students will be asked to summarize a Supreme Court ruling and write a judicial analysis of their own concerning the set of facts and issues with an application of the appropriate legal tests taught in lecture. The judicial decisions required to complete the assignments will be assigned, uploaded and discussed in Week 2 (May 11, 2020) and Week 5 (June 01, 2020). Cases will be assigned to students based on which group they are in which is determined by their last names.

LAST NAME	GROUP #	CASE
A – H	Group # 1	<i>R. v. Morgentaler [1988] 1 S.C.R 30</i>
I – P	Group # 2	<i>R. v. Keegstra [1990] 3 S.C.R 697</i>
Q – Z	Group # 3	<i>B. (R.) v. Children’s Aid Society [1995] 1 S.C.R 315</i>

Information on the format of a Supreme Court case will be uploaded and discussed in the Group Zoom Meetings on Monday May 11, 2020. I will discuss how to read and brief a case during this class. Please watch the “How-To Video #2” entitled “*Case Brief Assignment Instructions*” on Avenue to Learn.

Students are to complete all assignments individually. No part of these assignments should be considered “group work” and students must complete the paper solely. Late assignments will be penalized 10% per day, including weekends and holidays. Extensions will only be granted for emergency circumstances. Late submissions may not receive the same degree of feedback as those which are handed in on time. All case brief assignments must be uploaded to the “drop-box” in Avenue to Learn by **11:59pm of the due date**

PBL Discussion Posts (5% each for a total of 30% of the final grade)

*Note: All discussion and response post are due in Avenue to Learn by **11:59pm** of the due date.*

- **Discussion Post #1 – Due: Wednesday May 13, 2020**
- **Response #1 – Due: Tuesday May 19, 2020**
- **Discussion Post #2 – Due: Wednesday May 27, 2020**
- **Response #2 – Due: Monday June 01, 2020**
- **Discussion Post #3 – Due Wednesday June 03, 2020**
- **Response #3 – Due Monday June 08, 2020**

Students will upload three (3) discussion posts and three (3) responses for a total of six (6) posts based on the provided material throughout the course of the class. Discussion posts are meant to facilitate participation and encourage students to engage in a virtual dialogue about the impact of judicial decisions involving the Charter of Rights and Freedoms. Discussion posts will be based on a set of Problem Based Learning (PBL) scenarios that deal with issues pertaining to the scope and application of the Charter, Freedom of Religion, and Freedom of Expression. Students will provide a brief discussion piece between 350 to 500 words on a given scenario in their groups. Students will also provide a response to other's posts on the topic in the following week. Students are responsible for providing only one response to one other classmate's post for each week. Although students may respond in agreement with others, they are encouraged to find a discussion post that they disagree with in light of the dialogue.

All discussion posts are due Wednesdays and all responses are due on Mondays under the "discussions" tab in Avenue to learn by 11:59pm. Students are reminded to conduct themselves in a respectful manner when communicating with other classmates and the Instructor. Inappropriate language and disrespectful behavior will not be tolerated.

Note: Please note that although responses are due on Monday, Response #1 will be due on Tuesday May 19th as Monday May 18th is a holiday and no classes are scheduled.

NOTE: Student discussions and responses will be based on their groups. Since each group will have a unique set of scenarios students are required to only provide a discussion and response within their groups. Though all students will be dealing the same topic, students must limit their posts to their own PBL/Zoom groups.

Take Home Exam (40%), June 17, 2020

The take home exam will follow a similar format to the assignments, but must be sole authored. It will be based on all materials covered throughout the course, although it will be more heavily weighted to a right or rights issues arising in the final weeks of the course. The take home exam will be released to student on **June 15, 2020 at 9:00am**. Students will have ~3 days to complete the take home exam and submit it ***IN DROP BOX***

(Avenue to Learn) to the instructor by the end of the day (**11:59pm**) on **June 17, 2020**. The exam will be graded solely on the basis of course content.

PLEASE NOTE THAT THE DEADLINE FOR THE TAKE HOME EXAM IS A HARD DEADLINE AND THERE WILL BE NO EXCEPTIONS OR ACCOMMODATIONS PROVIDED TO IT.

STUDENTS WHO REQUIRE ACCOMMODATIONS AND WHO DO NOT THINK THAT THEY WILL BE ABLE TO COMPLETE THE TAKE HOME EXAM WITHIN THE PERMITTED TIME SHOULD NOTIFY THE INSTRUCTOR AS SOON AS POSSIBLE

Weekly Course Schedule and Required Readings

Week 1 (Monday May 04 – Sunday May 10, 2020) Introduction and Review

May 04, 2020 – Introduction and Course Outline Review

Readings: - None

Activities:

1. Watch Introduction Video: “*Meet your Instructor*”
2. Review Course Syllabus
3. Watch Introduction Lecture: “*Course Outline and Structure Review*”
4. **Documentary (Watch):** “[The Road to Patriation](#)”

Tasks to complete before Week 2 (May 11, 2020):

- Introduction Discussion Post: Introduce yourself with with a few sentences using A2L. Feel free to share as much or as little as like about yourself.

May 06, 2020 – The Rule of Law and the Judiciary (Constitutional and Public Law Review)

Readings:

- Arvay and Wu, “As civil liberties erode, Canada must not allow COVID-19 outbreak to infect the rule of law”, 2020 *CBC News*
- McLachlin, B. 1999 Courts, legislatures and executives in the post-Charter era. *Policy Options – Montreal* 20, 41-47
- McLachlin, Beverley. 2001. “Courts, Legislatures, and Executives in the Post-Charter Era.” In *Judicial Power and Canadian Democracy*, edited by Paul Howe and Peter H. Russell, 63-72. Montreal and Kingston: McGill-Queen’s University Press.
- Lajoie, A., and Quillinan, H., 1994. “The Supreme Court Judges’ Views of the Role of the Courts in the Application of the Charter.” In *Protecting Rights and Freedoms: Essays on the Charter’s Place in Canada’s Political, Legal, and*

Intellectual Life, edited by Philip Bryden, Steven Davis, and John Russell, 93-103. Toronto: University of Toronto Press.

Activities:

1. Review Zoom Lecture “*The Rule of Law and the Judiciary*”
2. Watch “How-To Video” #1 “Zoom Meeting Tutorial”

Tasks to complete before next class (May 11, 2020):

- Review Zoom Meeting Instructions

Upcoming Assessment Reminder:

- Discussion Post #1 (worth 5% of final mark) Due Wednesday May 13, 2020

Week 2 (Monday May 11 – Sunday May 17, 2020) Structure, Scope and Application of the Charter

May 11, 2020 – Scope and Application of the Charter (Section 32)

Readings:

- Russell, Peter H. 1994. “The Political Purposes of the Charter: Have They Been Fulfilled? An Agnostic’s Report Card.” In *Protecting Rights and Freedoms: Essays on the Charter’s Place in Canada’s Political, Legal, and Intellectual Life*, edited by Philip Bryden, Steven Davis, and John Russell, 33-44. Toronto: University of Toronto Press.
- McLellan, A. A., & Elman, B. P. (1986). To Whom Does the Charter Apply-Some Recent Cases on Section 32. *Alta. L. Rev.*, 24, 361.
- Simpson, J. 1994. “Rights Talk: The Effect of the Charter on Canadian Political Discourse.” In *Protecting Rights and Freedoms: Essays on the Charter’s Place in Canada’s Political, Legal, and Intellectual Life*, edited by Philip Bryden, Steven Davis, and John Russell, 52-59. Toronto: University of Toronto Press.

Activities:

1. Review Zoom Lecture: “*Scope and Application of the Charter*”
2. Watch “How-To Video” #2 Case Brief Assignment Instructions
3. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3IYL3Jndz09>

Tasks to complete before next class (May 13, 2020):

- Complete Discussion Post #1
- Review Case Brief Assignment Instructions and get started

Upcoming Assessment Reminder:

- Discussion Post #1 (5%) Due Wednesday May 13, 2020
- Case Brief Assignment (15%) Due Wednesday May 20, 2020 (11:59pm)

May 13, 2020 – Limitations and Justified Infringements (Section 1 and 33)

Readings:

- Leeson, Howard. 2000. "Section 33, The Notwithstanding Clause: A Paper Tiger?" 297 – 323.
- Morton, Ted. 2018. "Provinces demanded 'notwithstanding' powers for good reason. They Should use them." *National Post*, September 14
- Mathen, Carissima. 2018. "Doug Ford's powers are not limitless – thanks to a system he neither understands nor values" *Globe and Mail* September 10

Activities:

1. Review Zoom Lecture: "*Charter Limitations and Justified Infringements*"
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3IYL3Jndz09>

Tasks to complete before next class (May18, 2020):

- Complete Discussion Response #1 (5%) Due Tuesday May 19, 2020

Upcoming Assessment Reminder:

- Discussion Response #1 (5%) Due on Tuesday May 19, 2020
- Case Brief Assignment One (15%) Due on Wednesday May, 20, 2020 (11:59pm)

**Week 3 (Monday May 18 – Sunday May 24) Charter Application
Fundamental Freedom I: Freedom of Religion**

May 18, 2020 – Section 2(a) in General: Meanings of Conscience & Religion

Readings:

- Wells, Paul. 2019. "The Battle Against Quebec's Bill 21. *Maclean's*. November 8.
- Chan, K. B. (2005). The Dueling Narratives of Religious Freedom: A Comment on *Syndicat Northcrest v. Amselem*. *Alta. L. Rev.*, 43, 451.
- Choudhry, S. (2012). Rights Adjudication in a Plurinational State: The Supreme Court of Canada, Freedom of Religion, and the Politics of Reasonable Accommodation. *Osgoode Hall LJ*, 50, 575.

Activities:

1. Review Zoom Lecture: "Scope and Evolution of Religion"

NOTE: No Zoom Meetings Today – Victoria Day

Upcoming Assessment Reminder:

- Case Brief Assignment One (15%) Due Wednesday May 20, 2020 (11:59pm)

May 20, 2020 – Assessing Freedom of Religion: Scope, Evolution and Test Readings:

- "Judges rules against Sikh challenge of helmet Law" *CBC News, Mar 06 2008*
- Long, J., and Magsino, R., "Religion in Canadian Education: Whither Goest Thou? In Manley-Casimir, M., & Manley-Casimir, K. (Eds.). (2010). *The Courts, the Charter, and the Schools: The Impact of the Charter of Rights and Freedoms on Educational Policy and Practice, 1982-2007*. University of Toronto Press.
- Kislowicz, H. (2012). Freedom of Religion and Canada's Commitments to Multiculturalism.

Activities:

1. Review Zoom Lecture: "The Test for Freedom of Religion"
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3IYL3Jndz09>

Tasks to complete before next class (May 25, 2020):

- None – Self-Care

Upcoming Assessment Reminder:

- Discussion Post #2 (5%) Due Wednesday May 27, 2020

Week 4 (Monday May 25 – Sunday May 31) Charter Application Fundamental Freedom II: Freedom of Expression

May 25, 2020 – Section 2(b) in General and the Types of Expression

Readings:

- Moon, R. (2002). Justified Limits on Free Expression: The Collapse of the General Approach to Limits on Charter Rights. *Osgoode Hall LJ*, 40, 337.
- Szklarski, C., 2019 “Battle over vegan cheese label is a freedom of expression issue, lawyers say” *CTV News*.
- Mitchell, T. 2020 “Can some discussions be banned at work?” *Canadian HR Reporter*
- **Watch** “[Heated Debate on Gender Pronouns and Free Speech in Toronto](#)”

Activities:

1. Review Zoom Lecture: “*Freedom of Expression – Meaning and Purpose*”
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3lYL3Jndz09>

Tasks to complete before next class (May 27, 2020):

- Complete Discussion Post #2

Upcoming Assessment Reminder:

- Discussion Post #2 (5%) Due Wednesday May 27, 2020
- Discussion Response #2 (5%) Due Monday June, 01, 2020

May 27, 2020 – Assessing Freedom of Expression: Types and Test

Readings:

- Kindred, K., “The Teacher in Dissent: Freedom of Expression and the Classroom in Manley-Casimir, M., & Manley-Casimir, K. (Eds.). (2010). *The Courts, the Charter, and the Schools: The Impact of the Charter of Rights and Freedoms on Educational Policy and Practice, 1982-2007*. University of Toronto Press.
- Bellemare, A., 2020 “Far-Right groups may try to take advantage of pandemic, watchdogs warn” *CBC News*
- **(OPTIONAL) Watch:** “[Munk Debate on Political Correctness](#)”

Activities:

1. Review Zoom Lecture: *“The Test for Freedom of Expression”*
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3lYl3Jndz09>

Tasks to complete before next class (June 01, 2020):

- Complete Discussion Response #2

Upcoming Assessment Reminder:

- Discussion Response #2 (5%) Due Monday June 01, 2020

Week 5 (Monday June 01 – Sunday June 07) Charter Application Legal Rights I: Life, Liberty and Security of the Person

June 01, 2020 – Section 7 in General: Scope and Meanings

Readings:

- Johnstone, R., & Macfarlane, E. (2015). Public policy, rights, and abortion access in Canada. *International Journal of Canadian Studies*, 51, 97-120.
- Stewart, H. (2015). Bedford and the Structure of Section 7. *McGill Law Journal/Revue de droit de McGill*, 60(3), 575-594.
- Leblanc, J. 2020 “How far should the assisted death law go? Look to the Charter. *Policy Options. IRPP*

Activities:

1. Review Zoom Lecture: *Section 7 in General and the Meaning of “Life”, “Liberty” and “Security”*
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3lYl3Jndz09>

Tasks to complete before next class (June 03, 2020):

- Complete Discussion Post #3

Upcoming Assessment Reminder

- Discussion Post #3 (5%) Due Wednesday, June 03, 2020
- Discussion Response #3 (5%) Due Monday, June 08, 2020
- Case Brief Assignment Two (15%) Due Wednesday June 10, 2020 (11:59pm)

June 03, 2020 – The Tests for “Life”, “Liberty” and “Security of the Person” Readings:

- Hayes, M., 2020 “Ontario court rules in favour of escort agency owners in constitutional challenge to prostitution laws” *The Globe and Mail*
- Grant, K., 2019 “Universal health care on trial: What you need to know about a historic Charter challenge in B.C.” *The Globe and Mail*

Activities:

1. Review Zoom Lecture: “*The test for “Life”, “Liberty” & “Security of the Person”*”
2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room

<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3lYl3Jndz09>

Task to complete before next class (June 08, 2020)

- Complete Discussion Response #3

Upcoming Assessment Reminder:

- Discussion Response #3 (5%) Due Monday June 08, 2020
- Case Brief Assignment Two (15%) Due Wednesday June 10, 2020 (11:59pm)

Week 6 (Monday June 08 – Sunday June 14) Charter Application Legal Rights II: Cruel and Unusual Punishment & Exam Preparation

June 08, 2020 – Section 12 and “Cruel and Unusual Punishment”

Readings:

- *None*

Activities:

1. Review Zoom Lecture: “*Section 12: Scope, Meanings and Test*”

2. Attend Zoom Meeting:
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room
<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3IYL3Jndz09>

Task to complete before next class (June 10, 2020)

- Submit Assignment Two in “Drop-Box” by 11:59pm

June 10, 2020 – Exam Review

Readings:

- *None*

Activities:

1. Attend Zoom Meeting (Exam Review)
 - Group One 6:30pm – 7:20pm
 - Group Two 7:30pm – 8:20pm
 - Group Three 8:30pm – 9:20pm

NOTE: Follow URL (copy and paste link) to find zoom meeting room
<https://zoom.us/j/9805150855?pwd=QW1JSzBPRkF1TIZ4eFNNa3IYL3Jndz09>

Week 7 (Monday June 15 – Thursday June 18) Take Home Exam

June 15, 2020 – Take Home Exam Released

Notes: Take Home Exam Released

June 18, 2020 – Take Home Exam Submission

Notes: Take Home Exam Due (11:59pm) in Avenue to Learn

Course Policies

Submission of Assignments

[Insert policy on format of assignments and how to be submitted]

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+

MARK	GRADE
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Students should make all reasonable attempts to submit papers on the due date. In the event that a legitimate extension is required, students should speak to the instructor **in advance** of the due date to make the appropriate arrangements for such an extension. Requests for an extension submitted by e-mail will not be considered – you must speak to the instructor in person.

Examinations and/or assignments related to this and other courses do not constitute or qualify as exceptional circumstances or legitimate excuses.

Late papers may be penalized at the rate of 10 percentage points per day for each day of delay, up to a maximum of one week. After one week, the instructor may refuse to accept any late assignments in the absence of proper medical certification justifying an inability to fulfill academic requirements on a prolonged basis. Papers accepted after one week of lateness, in addition to the daily deduction, will be subject to a further deduction of one full letter grade (ie. A to B, B to C) per each week of lateness.

The instructor reserves the right to not provide any comments or feedback on papers submitted after the original deadline, whether an extension is granted or not and whether any other late penalties are applied.

Absences, Missed Work, Illness

Students should make all reasonable efforts to attend the on-line Zoom Group Meetings and are responsible for the material covered in each and every scheduled class. However, it is understood that some absences are unavoidable and students should make every effort to catch up on missed materials and the instructor will provide reasonable assistance to assist a student. In this regard, students should attempt to obtain lecture notes or other class materials from their colleagues in the class before seeking assistance from the instructor concerning missed lecture and/or class content.

Requests for the instructor to repeat Zoom Meeting discussion (either during office hours or at any other time) or provide access to the instructor's lecture notes are not reasonable requests for assistance.

In the event that students are unable to attend class or tutorials or complete required assignments, they should avail themselves of the MSAF policy or submit the appropriate medical or other documentation to their faculty office to support an accommodation request based on a prolonged absence. In the absence of either an MSAF or a faculty approved accommodation request, the instructor reserves the sole right to not accept any outstanding work in accordance with the late assignments policy.

If a student has submitted the appropriate documentation to their faculty and been granted an allowance for outstanding work or has received the approval of the instructor for the incomplete work, the instructor reserves the sole right to re-allocate the missed grades to other assignments and/or the take home exam or research paper.

Please note that an MSAF submission, where permitted, provides a three day extension for any assignment. In the event that students require a further period of time to submit their outstanding work, they must discuss any further extension with the instructor prior to the end of the three day MSAF extension. In the absence of a further approved extension, an assignment subject to an MSAF becomes a late submission after three days.

The filing of an MSAF does not relieve a student of the obligation to complete the outstanding assignment.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have

been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.