



**Department of Sociology and Legal Studies**  
**LS 401 (Section 001)**  
**LAW, CULTURE, AND RIGHTS**  
**Fall 2021**  
**Mondays 12:30 – 2:30 pm SJ2 2003**

Instructor: Carlie L. Leroux-Demir

**Office: SH 2004**

Office Hours: By appointment only via Bongo in Learn

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**Office Hours: To book an appointment, please email me. To view / launch your appointment, go to Connect --> Virtual Classroom in Learn**

*Email etiquette:* When emailing, please type in the course number in the subject heading so that it is not mistakenly identified as SPAM. Please identify yourself and the course and keep your messages/inquiries brief and to the point. Please do not ask for information that can be found on the course outline (e.g., office hours, reading assignments etc.). Please do not ask for your grades by email. If you have missed a seminar (s), it is your responsibility to obtain notes from a fellow student.

### **Course Description**

This senior honours seminar focuses on law, its structure, and legal institutions from a cross-cultural, political, philosophical, economic, and historical perspective. The course examines the origins of legal systems and their impact on various groups, ethical issues related to law and social control, and selected topics such as family law, religion and the law, and intellectual property.

### **Course Goals and Learning Outcomes**

Given that this is a senior seminar; the first objective is to encourage students to take ownership of the course. Other than a few opening remarks and guiding questions from the course instructor, the students themselves are responsible for setting the tone of the in-class experience. The second objective, related to the first, is to foster an environment of respectful and knowledgeable critique, which is essential to effective scholarly debate. This means that students must be exceptionally well-prepared on a weekly basis to not only answer, but also ask pointed questions that demonstrate critical reading and thinking skills.

### **Required Readings:**

Course Reserves: All readings listed in this outline including the *Blackwell Companion to Law and Society* can be accessed through the Library Course Reserves  
([www.reserves.uwaterloo.ca/ares/](http://www.reserves.uwaterloo.ca/ares/))

## Library Resources

[Library COVID-19: Updates on library services and operations.](#)

## Course Requirements

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Seminar Presentation  All seminar leaders must:  - submit questions to course dropbox by Friday at noon prior to Monday presentation (the instructor will post those on LEARN)  -submit presentation immediately before class to course dropbox and have a copy ready to load onto the podium PC  - post 1 additional <i>news item</i> related to topic ( <b>2-year-old max</b> )  -presentation dates / groups to be decided in class  -sign group contract (located in Learn) and submit to course dropbox	15%
Participation- Regular and quality contributions to class discussions	40%
Paper Proposal  <b>Due not later than October 20, 2021 at 4 PM ET in course dropbox</b>	10%
Final Term Paper  <b>Due December 14<sup>th</sup>, 2021 at 4 PM ET in course dropbox</b>	35%

## Proposal and Library Research Essay

The objectives of the proposal are to develop a sound framework that can guide the writing process. Proposals are intended to enhance the cohesion, clarity, and quality of your analysis.

*Proposal Requirements:*

Length: 2-3 pages, double-spaced and bibliography (single-spaced). Must be typed in Times New Roman 12-point font with (1.25 inch) margins on each side of the page. Pages must be numbered consecutively (e.g., 1, 2, 3 ...) in the top right corner. Include a title page with the title of your proposal/paper, your name, student number, the course number. This proposal will be submitted via the **course dropbox**.

The proposal must include the following key elements:

- The **topic of your paper** (chosen from the course reading schedule)
- Your **research question (s)**
- Your **thesis statement** (which is the answer to your research question). A thesis statement is one to two sentences in length that aims to showcase the central argument of your paper. Your thesis should express a position that you are taking. Thesis statements are framed as sentences starting with “I will argue/show/demonstrate/suggest/propose...”. By reading your thesis, the reader (the instructor) should be able to determine the direction of your analysis.

You should be able to explain the **logic of your argument** and show how you intend to **demonstrate the validity of your thesis**. What are the arguments that you are going to bring forward in support of the thesis? How do these arguments support the thesis? To what degree are the arguments related to one another?

A bibliography (also known as a reference sheet) (single-spaced; 5-6 preliminary sources). Your bibliography should include at least 5-6 outside academic sources (academic books and peer-reviewed journal articles) that you intend to use for your paper and adhere to [APA citation style](#).

**Final Term Paper:**

You are required to write a library research paper on **any of the topic areas discussed in the course**. A brief **essay proposal** must be submitted via the LEARN dropbox for approval no later than October 20<sup>th</sup>, 2021 at 4:00 pm ET. Think of the proposal as a skeleton of your actual paper.

*The Term Paper – Essay Guidelines*

The essay should be **10 pages** double-spaced with a minimum of 15 peer-reviewed academic references (i.e., academic books and journal articles). You are expected to approach the topic/scholarly area using a variety of perspectives including those we have covered in the seminar course this term. The essay assignment is due on **December 14th, 2021 at 4:00 pm ET** and must be submitted through the LEARN dropbox. Late essays will be subject to a deduction of one (1) mark for each day that it is late.

*Additional formatting details:*

1-inch margins, Times New Roman 11 or 12 Font, Page numbers top right corner, cover page with course code, title of paper, name, ID, professor's name, date. References should follow [APA guidelines](#). Each page should have 3-4 paragraphs. Include examples. No footnotes permitted.

Non-peer reviewed articles, news articles, reports, government documents do not count towards the 15 references.

A separate APA styled reference sheet should be attached to the essay. This does not count towards the 10 pages. Please no diagrams or appendices.

### **Class Participation**

Class participation will make up 40% of your final grade and will be based on the quality of class discussions. You are required to come to class prepared to discuss the readings and answer discussion questions. You are encouraged to take notes on the readings and use them in class to discuss relevant topics. Please note carefully the title of the article, author(s) and page numbers when referring to the readings in class discussions. Class attendance for this course is mandatory. If you miss a class, you are required to submit a typed summary of the readings and typed answers for the discussion questions. Please do not show up late for class.

In each class, you will be asked to discuss what you consider to be the main issues addressed in the reading materials, legal, ethical, historical, theoretical, and methodological concerns, and to offer a critical analysis of their content.

### **Seminar Presentations**

On our first day, you will find a group partner (s) and chose the selected weekly readings / presentation that you are responsible for. You and your partner (s) will work remotely but, together, to create a PowerPoint slide presentation that overviews the material for the selected week. I would suggest emailing/Skyping/Face timing/Zoom one another to organize and divide the readings and to decide on the delivery of the slides (template, selection of key content, pictures, etc.)

\*Note - To avoid regurgitation of the articles, please limit your presentation to 10 slides which includes the cover slide and reference slide. I will not grade the aesthetic of the presentation but rather be focused on the substantive content delivered, however, some visual imagery is always nice in order to maintain audience interest. The aim of your presentation is to highlight what you deem most significant about the article (s). This could include major concepts, theoretical frameworks, arguments, perspectives, statistics, contexts, etc.

\*Tip: Divide work into sections / components / topics and subtopics and use file sharing applications such as Google Drive to allow everyone access to the presentation material, notes, etc.

Seminar Leaders should lead and be familiar with their assigned session in a knowledgeable and effective manner. **This requires the preliminary development of a set of questions** (3-4 max) that are to be distributed to the rest of the class. You must submit those questions to the course dropbox (not the general discussion board). The list of questions must be posted by noon (12pm) on the Friday before you present. This way, your peers have enough time to review the questions and perhaps develop some notes of their own as they think about and work through the reading material for that week.

Seminar Leaders should locate **one additional scholarly reading (min 7 pages, max 30 pages) and one additional news item**, and forward these works to other students by noon on the Friday before class via the course dropbox (the instructor will post these in the weekly content modules). This content must illuminate some aspect of their assigned subject area and help focus the discussion for that session. The

additional reading can be from a scholarly journal or book, while the additional news item can be from a news source, reputable blog or website, magazine; focus on finding timely sources that speak to a current event.

### **Course Reserves**

Reading materials for this course are available through E-Reserves. You may access the readings through the course reserves website (<http://www.reserves.uwaterloo.ca/ares/>) by signing in with your Quest username and password. There is no textbook.

### **Schedule of Classes**

Week 1 September 13	Introduction and Welcome!
Week 2 September 20	Ideology
Week 3 September 27	Culture Wars
Week 4 October 4	Pop Law
Week 5 October 11	<b>Reading Week (Prepare essay proposal)</b>
Week 6 October 18	International Law (Essay proposal due by no later than Wednesday October, 20 <sup>th</sup> , 2021 at 4 PM ET - Dropbox)
Week 7 October 25	Corporations
Week 8 November 1	Social Movements and Activism
Week 9 November 8	Family
Week 10 November 15	Immigration
Week 11 November 22	Religion
Week 12 November 29	Intellectual Property
Week 13 December 6	<b>Optional Virtual Drop In via Learn - Q &amp; A for Final Essay</b> <b>Go to Connect → Virtual Classroom to enter meeting room</b>

### **Tips on Reading and Note Taking**

Your goal in reading the assigned materials is to understand the main points each article/author is trying to make and the relevant legal/ethical/political issues etc. involved. You should learn to skim through the readings and make notes on those issues that are the most relevant. One way of doing this is to use the discussion questions as a guide to reading and note taking. You should also attempt to review and summarize the main issues that characterize the readings as a whole. Make notes of any questions or observations that you may wish to discuss in class. Organize your notes so that you can find relevant

materials quickly during class discussions.

### Class Schedule

\*= *MANDATORY READING* – everybody should do *all* readings, but if you run out of time, at the very least do the readings that bear this symbol. Those readings or sources that *do not* have this symbol beside them are ones that the Seminar Leaders should nevertheless be familiar with in order to lead their assigned session in a knowledgeable and effective manner.

Seminar Leaders should locate one additional scholarly reading (min 7 pages, max 30 pages) and one additional news item, and post these works via group email by noon on the Friday before Tuesday's class. This content must illuminate some aspect of their assigned subject area and help focus the discussion for that session. The additional reading can be from a scholarly journal or book, while the additional news item can be from a newspaper, blog, or magazine; focus on finding timely sources that speak to a current event.

September 13 <b>WEEK 1</b>	Introductions and Welcome!
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<b>UNIT I: CULTURE</b>	
September 20 <b>WEEK 2</b>	Theme: IDEOLOGY  Objectives:  <ul style="list-style-type: none"> <li>- establish a working understanding of ideology in general</li> <li>- decipher the connection between ideology and law</li> <li>- explore recent events that help illuminate the relation between law and ideology</li> </ul>
Blackwell Reader	* Ewick, Patricia (2004) 'Consciousness and Ideology' in <i>Blackwell Companion to Law and Society</i> , pp. 80-92.
<i>LEADERS' ADDITION(S)</i>	* <i>Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon</i>
Journal(s) or Chapter(s)	Pirie, Fernanda (2010) 'Law before Government: Ideology and Aspiration' in <i>Oxford Journal of Legal Studies</i> 30(2): 207-228.  * Silbey, Susan S. (1998) 'Ideology, Power, and Justice' in <i>Justice and Power in Sociological Studies</i> , B. G. Garth & A. Sarat (eds.), pp. 272-299.

	Hunt, Alan (1985) 'The Ideology of Law: Advances and Problems in Recent Applications of the Concept of Ideology to the Analysis of Law' in <i>Law &amp; Society Review</i> 19(1): 11-38.
Other	Lee, Jasmine C.; Parlapiano, Alicia; & Yourish, Karen, 'Where Kavanaugh, Trump's Nominee, Might Fit on the Supreme Court' (JUL 9 2018), <i>The New York Times</i> .  MacCharles, Tonda, 'Justin Trudeau names Richard Wagner new chief justice of Canada' (DEC 12 2017), <i>Toronto Star</i> .
September 27 <b>WEEK 3</b>	Theme: CULTURE WARS  Objectives:  <ul style="list-style-type: none"> <li>- develop a working understanding of culture in general</li> <li>- build from last class, linking ideology to culture</li> <li>- link culture to law</li> <li>- explore historical and contemporary versions of the "culture wars"</li> <li>- link "culture wars" to law</li> </ul>
Blackwell Reader	* Valdes, Francisco (2004) 'Culture, "Kulturkampf," and Beyond: The Antidiscrimination Principle under the Jurisprudence of Backlash' in <i>Blackwell Companion to Law and Society</i> , pp. 271-287.
LEADERS' ADDITION(S)	* Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon
Journal(s) or Chapter(s)	* Frimer, Jeremy A., Tell, Caitlin E.; & Motyl, Matt (2017) 'Sacralizing Liberals and Fair-Minded Conservatives: Ideological Symmetry in the Moral Motives in the Culture War' <i>Analyses of Social Issues and Public Policy</i> 17(1): 33-59.  Wilson, Joshua (2013) 'Abortion Politics, Legal Power, and Storytelling' in <i>The Street Politics of Abortion: Speech, Violence, and America's Culture Wars</i> , pp. 1-24.
Other	<i>Burwell v. Hobby Lobby Stores, Inc.</i> , 573 US 22 - Supreme Court 2014  Cook, James, 'Trump in UK: Pomp and protest as visit stokes culture war' (JUL 12 2018), <i>BBC News</i> .

October 4 <b>WEEK 4</b>	Theme: POP LAW  Objectives:  <ul style="list-style-type: none"> <li>- build from last class, linking ideology, culture and popular culture</li> <li>- explore “expressions” of law</li> <li>- assess how law is represented and/or misrepresented, and why</li> </ul>
Blackwell Reader	* Sherwin, Richard K. (2004) ‘Law in Popular Culture’ in <i>Blackwell Companion to Law and Society</i> , pp. 95-109.
<i>LEADERS’ ADDITION(S)</i>	* <i>Also read the additional material provided by this week’s Seminar Leader(s). Content will be available via Learn by Friday at noon</i>
Journal(s) or Chapter(s)	* Ouellette, Laurie (2011) ‘Real Justice: Law and Order on Reality Television’ in <i>Imagining Legality: Where Law Meets Popular Culture</i> , A. Sarat (ed.), pp. 152-176.  Newbery-Jones, Craig John (2015) ‘Answering the Call of Duty: The Phenomenology of Justice in Twenty-First-Century Video Games’ <i>Law and Humanities</i> 9(1): 78-102.
Other	Rosenberg, Alyssa, ‘How Police Censorship Shaped Hollywood’ (Oct 24 2016), <i>Washington Post</i> .  Banner, Adam, ‘Does Stanley have a mustache? “The Office” illustrates issues with cross-racial identification’ (MAY 7 2018), <i>ABA Journal</i> .
October 11 <b>WEEK 5</b>	READING WEEK (PREPARE ESSAY OUTLINE) NO CLASS
October 18 <b>WEEK 6</b>	Theme: INTERNATIONAL LAW  Objectives:  <ul style="list-style-type: none"> <li>- develop a working understanding of rights in general</li> <li>- develop a working understanding of international law</li> <li>- explore the status of rights at the international level</li> <li>- examine how rights discourse can be deployed in various situations</li> <li>- assess the “health” of human rights today</li> </ul>
Blackwell Reader	* Hajjar, Lisa (2004) ‘Human Rights’, in <i>Blackwell Companion to Law and Society</i> , pp. 589-602.



<i>LEADERS' ADDITION(S)</i>	* Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon
Journal(s) or Chapter(s)	Krever, Tor (2013) 'International Criminal Law: An Ideology Critique' <i>Leiden Journal of International Law</i> 26(3): 701-723.  * Lattimer, Mark (2018) 'Two Concepts of Human Rights' <i>Human Rights Quarterly</i> 40(2): 406-419.
Other	Anaya, James 'Report of the Special Rapporteur on the rights of indigenous peoples' (Jul 4 2015) United Nations Human Rights Council.  Griffiths, James, 'US quits UN Human Rights council: What message does it send to the world?' (JUN 20 2018), <i>CNN</i>
October 25 <b>WEEK 7</b>	Theme: CORPORATIONS  Objectives:  <ul style="list-style-type: none"> <li>- assess how rights discourse has evolved</li> <li>- explore corporations' rights</li> <li>- examine how corporations influence direction of human rights</li> <li>- understand problems with enforcement in instances of violation</li> </ul>
Blackwell Reader	* Nielsen, Laura Beth, 'The Work of Rights and the Work Rights Do' <i>Blackwell Companion to Law and Society</i> , pp. 63-79.
<i>LEADERS' ADDITION(S)</i>	* Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon
Journal(s) or Chapter(s)	Ruggie, John Gerard (2013) 'Introduction: Why Business and Human Rights?' in <i>Just Business: Multinational Corporations and Human Rights</i> , pp. xv-l.  * Isiksel, Turkuler (2016) 'The Rights of Man and the Rights of the Man-Made: Corporations and Human Rights' <i>Human Rights Quarterly</i> 38(2): 294-349.
Case(s)	Oved, Marco Chown, 'Ontario court denies Indigenous Ecuadorians redress against Chevron Canada for pollution of land' (MAY 23 2018), <i>Toronto Star</i> .  Grauer, Perrin, 'Supreme Court decision on Vancouver mining company could have international human rights impact, expert says' (JUN 25 2018), <i>Toronto Star</i> .

November 1 <b>WEEK 8</b>	<p>Theme: SOCIAL MOVEMENTS &amp; ACTIVISM</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- develop an understanding of what a “social movement” is/is not</li> <li>- assess the role of rights in social movements throughout history</li> <li>- ascertain the health and viability of social movements today</li> <li>- discuss whether human rights are effective tools in social movements</li> </ul>
Blackwell Reader	* McCann, Michael ‘Law and Social Movements’, in <i>Blackwell Companion to Law and Society</i> , pp. 506-519.
<i>LEADERS’ ADDITION(S)</i>	* <i>Also read the additional material provided by this week’s Seminar Leader(s). Content will be available via Learn by Friday at noon</i>
Journal(s) or Chapter(s)	<p>Suner, Asuman (2017) ‘Trees and Umbrellas: A Parallel reading of the Istanbul Gezi Park Movement and the Hong Kong Umbrella Movement’ <i>Inter-Asia Cultural Studies</i> 18(1): 104-119.</p> <p>* Morden, Michael (2015) ‘Right and Resistance: Norms, Interests and Indigenous Direct Action in Canada’ <i>Ethnopolitics</i> 14(3): 256-276.</p>
Other	<p>‘#MeToo charts new territory as Harvey Weinstein faces criminal charges’ (MAY 26 2018, <i>CBC News Radio</i>).</p> <p>Parrish, Will, ‘Standing Rock Activist Accused of Firing Gun Registered to FBI Informant is Sentenced to Nearly Five Years in Prison’ (JULY 13 2018), <i>The Intercept</i>.</p>
<b>UNIT III: DOMAINS OF LAW</b>	
November 8 <b>WEEK 9</b>	<p>Theme: FAMILY</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- develop an understanding of the family in a legal and cultural sense</li> <li>- assess how ideas of family have changed</li> <li>- explore law’s role in how we understand family</li> <li>- examine how is the family regulated today</li> </ul>
Blackwell Reader	* Boyd, Susan B. (2004) ‘Legal Regulation of Families in Changing Societies’ in

	<i>Blackwell Companion to Law and Society</i> , pp. 255-267.
<b>LEADERS' ADDITION(S)</b>	* Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon
Journal(s) or Chapter(s)	* Triger, Zvi (2012) 'Introducing the Political Family: A New Road Map for Critical Family Law' <i>Theoretical Inquiries in Law</i> 13(1): 361-384.  Snow, Dave (2014) 'Reproductive Autonomy and the Evolving Family in the Supreme Court of Canada: Implications for Assisted Reproductive Technologies' <i>Journal of Canadian Studies</i> 48(1): 153-189.
Other	Bailey, Kate, 'At last, a domestic violence law that shines a light on coercive control' (Dec 28 2015), <i>The Guardian</i> .  Harris, Kathleen 'Liberals' proposed overhaul of Divorce Act aimed at putting interests of children first' (MAY 22 2018), <i>CBC News</i> .
November 15 <b>WEEK 10</b>	Theme: IMMIGRATION  Objectives:  <ul style="list-style-type: none"> <li>- develop a working understanding of citizenship</li> <li>- build a critical notion of membership</li> <li>- examine themes having to do with inclusion/exclusion</li> <li>- explore the historical patterns in immigration law</li> <li>- assess how the legal subjectivity of "immigrant" is constructed</li> </ul>
Blackwell Reader	* Sterett, Susan (2004) 'Immigration', in <i>Blackwell Companion to Law and Society</i> , pp. 354-368.
<b>LEADERS' ADDITION(S)</b>	* Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon
Journal(s) or Chapter(s)	Cook-Martín, David & Fitz Gerald, David (2010) 'Liberalism and the Limits of Inclusion: Race and Immigration Law in the Americas, 1850–2000' <i>The Journal of Interdisciplinary History</i> 41(1): 7-25.  * Ypi, Lea (2018) 'Borders of Class: Migration and Citizenship in the Capitalist State' <i>Ethics &amp; International Affairs</i> 32(2): 141-152.
Other	Canadian Citizenship test – Study Questions  Keung, Nicholas, 'High number of women failing citizenship test reflects barriers

	<p>they face, advocates say' (JUL 3 2017), <i>Toronto Star</i>.</p> <p>Osborne, Louise &amp; Russell, Ruby, 'Stateless in Europe: "We are no people with no nation"' (Dec 27 2015), <i>The Guardian</i>.</p>
<p>November 22</p> <p><b>WEEK 11</b></p>	<p>Theme: RELIGION</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- explore the historical connection between law and religion</li> <li>- examine how religion is regulated today</li> <li>- link religion to discussions about immigration, culture, and ideology</li> <li>- assess how religion influences international law</li> <li>- what the separation between church and state means for law</li> </ul>
Blackwell Reader	* Barzilai, Gad (2004) 'Legal Categorizations and Religion: On Politics of Modernity, Practices, Faith, and Power' in <i>Blackwell Companion to Law and Society</i> , pp. 392-406.
<i>LEADERS' ADDITION(S)</i>	* <i>Also read the additional material provided by this week's Seminar Leader(s). Content will be available via Learn by Friday at noon</i>
Journal(s) or Chapter(s)	<p>Bakht, Natasha &amp; Collins, Lynda (2017) 'The Earth is Our Mother: Freedom of Religion and the Preservation of Indigenous Sacred Sites in Canada' <i>McGill Law Journal</i> 62(3): 777-812.</p> <p>* Trigg, Roger (2007) 'Law and Religion' in <i>Religion in Public Life: Must Faith Be Privatized?</i>, pp. 150-170.</p>
Other	<p>Psaropoulos, John, 'Greece's Muslims seek reform between civil and religious laws' (JUN 13 2018), <i>AlJazeera</i>.</p> <p>Duffy, Andrew, 'Ottawa man not guilty of sexual assault because he thought he could have sex with wife anytime' (OCT 19 2017), <i>Ottawa Citizen</i>.</p>
<p>November 29</p> <p><b>WEEK 12</b></p>	<p>Theme: INTELLECTUAL PROPERTY</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- develop an understanding of intellectual property as a field of law</li> <li>- examine the major controversies associated with this field</li> <li>- link to discussions about culture and rights</li> <li>- explore the nature of the struggle for "the commons" versus copyright</li> </ul>

Blackwell Reader	* Coombe, Rosemary J. (2004) ‘Commodity Culture, Private Censorship, Branded Environments, and Global Trade Politics: Intellectual Property as a Topic of Law and Society Research’ in <i>Blackwell Companion to Law and Society</i> , pp. 369-387.
<i>LEADERS’ ADDITION(S)</i>	* <i>Also read the additional material provided by this week’s Seminar Leader(s). Content will be available via Learn by Friday at noon</i>
Journal(s) or Chapter(s)	Bowrey, Kathy (2001) ‘The Outer Limits of Copyright Law – Where Law Meets Philosophy and Culture’ <i>Law and Critique</i> 12(1): 75-98.  * Reynolds, Graham (2017) ‘Moving Past Michelin: Towards Judicial Reconsideration of the Intersection of Copyright and the Charter Right to Freedom of Expression’ <i>Intellectual Property Journal</i> 30(1): 25-70.
Other	<i>Association for Molecular Pathology v. Myriad Genetics (No. 12-398) Supreme Court of the United States (June 2013)</i>  Canadian Intellectual Property Office, ‘Understand the basics’  De Fazekas, Anthony & Medeiros, Maya, ‘Why collaborative AI can become a legal minefield’ (JUL 5 2018), <i>The Globe and Mail</i> .
<b>December 6</b>	<b>Optional Virtual Drop-In via Learn – Q &amp; A Session for Final Essay</b>

## IMPORTANT INFORMATION

### **COURSE POLICIES AND NOTIFICATIONS LATE PAPERS**

In the interest of fairness, a penalty of 1 point per day will be deducted for late papers.

### **ATTENDANCE POLICY**

As noted above, it is in your own best interests to participate on the discussion board each week.

### **ACADEMIC INTEGRITY**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity <https://uwaterloo.ca/academic-integrity/> for more information.]

**GRIEVANCE:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70> When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance

**DISCIPLINE:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity <https://uwaterloo.ca/academic-integrity/> for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check Guidelines for the Assessment of Penalties <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>

**APPEALS:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>

### **GET SUPPORT WHEN YOU NEED IT ON CAMPUS**

- **Counselling Services**, Needles Hall expansion, 2nd floor. Call 519-888-4567 ext. 32655 <https://uwaterloo.ca/campus-wellness/counselling-services>
  - **Emergency**/same-day appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.
  - **Walk-in** 90-minute appointments, Wednesday and Thursday, 11:30 a.m. to 3:30pm.
- **Book-ahead** appointments, Monday to Friday, 8:30 a.m. to 4:30 p.m.

- **Health Services**, located across the creek from Student Life Centre <https://uwaterloo.ca/campus-wellness/health-services> **Emergency service**, Monday to Friday, 8:30 a.m. to 4:30 p.m.
- **Sexual Violence Response Coordinator, Needles Hall 1027**  
Amanda Cook, Call 519-888-4567 ext. 36896 or Email: [amanda.cook@uwaterloo.ca](mailto:amanda.cook@uwaterloo.ca)

<https://uwaterloo.ca/student-success/blog/post/meet-sexual-violence-response-coordinator>

- **Writing and Communication Centre Services, South Campus Hall, Student Success Office.**  
Call 519-888-4567 ext. 30436

<https://uwaterloo.ca/writing-and-communication-centre/>

#### **OFF CAMPUS (24/7)**

- **Good2Talk, Call 1-866-925-5454**

<https://good2talk.ca/>

**Free confidential help line for post-secondary students.**

- **Grand River Hospital, Call 519-749-4300 ext. 6880** <http://www.grhosp.on.ca/care/services-departments/emergency> **Emergency care for mental health crises, 834 King Street West, Kitchener.**
- **Here 24/7, Call 1-844-437-3247** <http://here247.ca/>

**Waterloo Region's Mental Health and Crisis Services team.**

#### **NOTE FOR STUDENTS WITH ACCOMMODATIONS**

AccessAbility Services <https://uwaterloo.ca/accessability-services/>, Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with a documented need, without compromising the academic integrity of the curriculum. If you require academic accommodations, please register with AccessAbility Services at the beginning of each academic term.

#### **TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.