

OUTLINE FOR PPAS 4130
Section C
2026-2027
York University
School of Public Policy and Administration
Faculty of Liberal Arts and Professional Studies
Politics, Law and the Courts
Prof: Dr. Radha Persaud

Office: YH 362A, Glendon Campus Ext. 88595
Email: rpersaud@glendon.yorku.ca
SEMINAR: Founders College Rm 114 Wednesdays: 7:00 to 9:50 p.m.

OFFICE HOURS: Mondays: 6:00-7:00 pm
(or by appointment)

LAND ACKNOWLEDGEMENT

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory.

More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce. Between 1781 and 1820, eight treaties were signed between the Crown and the Mississaugas of the Credit First Nation, who opened their territory to settlement. Today, York University's Keele Campus is located on Toronto Purchase Treaty, No. 13 lands and is situated on the traditional territory of the Huron-Wendat and Haudenosaunee.

Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

COURSE DESCRIPTION

This course examines the relationship between politics, law and the courts in Canada. Questions we will explore include:

- *The Supreme Court's role in Canadian political practice and in political outcomes?
This exploration will focus on two themes. First, the impact the Charter of Rights and Freedoms has had in Canadian politics and the impact of Canadian political debate and political values in the development of Canadian Charter of Rights jurisprudence. Second, the advisory role of the Supreme Court in intergovernmental relations and conflict resolution.
- *The implications for Canadian democracy of the Supreme Court's "political role".
- *The limits of constitutional litigation and adjudication on the political/social life of Canada.

COURSE OBJECTIVES

- Objects of this seminar include giving students a solid grounding in the history of constitutional adjudication in Canada and a good understanding of the institutional structures and relationships that enable and determine the role of courts in shaping the operation of government's political branches.
- A further object is to critically examine the judicial function from the perspectives of (a) whether judicial decision-making in the general area of political and public law is based on intellectual process that is distinct from the calculations of ordinary politics; (b) whether methods of court adjudication contribute to the development of good government in Canada.

LEARNING OBJECTIVES/OUTCOMES

The specific learning outcomes of the course –that is to say, to the extent possible in a course seminar-- are that students will be able to:

- *identify and analyze the doctrines, principles, relationships and dynamics at work in meeting the challenges in producing government under the rule of law
- *use a comparative approach in illuminating the Canadian experience (Canada and U.S.)
- *apply theory/doctrines/concepts to the judicial role
- *discuss and analyze landmark constitutional cases and their policy effects/impact on the other branches of government and society
- *critically discuss and analyze the virtues and limitations of the judicial role in political law
- *understand the judicial method as the third branch of government in the democratic polity
- *understand the degree of elasticity in the judicial method and the role of values and moral presuppositions in the formation of constitutional limits
- *understand the public policy role of the Supreme Court
- *understand the extent to which the Constitution is a document dedicated to developing a good state

REQUIREMENTS FOR EVALUATION:

Mid-Term Test (November 25, 2026)	25%
Presentation	15%
Response to presentation	05%
Participation	10%
Final Exam (TBD)	45%

[Additional information/specific instructions regarding the presentations and responses to presentations will be provided in class.]**

[NB. Electronic recording devices during class lectures, presentations and discussions are strictly forbidden.]

REQUIRED TEXTS

Kent Roach, *The Supreme Court on Trial: Judicial Activism or Democratic Dialogue*, Revised Edition, Toronto: Irwin law, 2016. (Paperback ISBN: 978 155221 438 1) [\$34.95]

Gregory Tardi, *The Theory and Practice of Political Law*, Second Edition, Toronto: Carswell, 2016. (Paperback ISBN: 978-0-7798-7325-8) [\$181.00 -- somewhat dependent on exchange rate]

NB. No restrictions to using a second-hand copy of the **second edition** of the textbooks!

The required textbooks are available at the **York University bookstore**.

Seminar Format

This course will be run as an in-class/on-campus seminar – Room 114, Founders College. **You are required to complete all assigned readings before the seminar sessions.** We will endeavor to discuss the material assigned for each week, and you should aim to read all the required material. The instructor will guide the seminar sessions – presentations, responses and class discussions.

Participation and Attendance:

Participation and attendance grades will be assessed on the basis of your attendance, as well as the **quality** of your participation in the seminar. Regular attendance is expected. *If you miss more than two classes you should expect that to be reflected in your participation grade. If your reasons for missing class are beyond your control please let me know and we can decide how to proceed.*

- This seminar will use e-class: <https://lthelp.yorku.ca/eclass>
- See also [Student Guide to eClass](#)
- Zoom may also be used for meetings with students

Here are some useful links for student computing information, resources, and help:

- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

CLASS SESSIONS, READINGS, PRESENTATIONS & RESPONSES

- Sept 9 --Introduction & Presentation Selection
- Sept 16 --Lecture/class discussion on politics, law and the courts--
the judicial power in Canada's political, legal and constitutional cultures
- The Supreme Court of Canada's policy role and hence relevance
to political science studies—institutionalism or neo-institutionalism

CHARTER'S ROLE AND IMPACT **JUDICIAL ACTIVISM OR DEMOCRATIC DIALOGUE**

PRESENTATIONS

- Sept 23 --Roach, Chp.1, "The Supreme Court on Trial"
- Roach, Chp. 2, "The Endless American Debate"—over the legitimacy of
Judicial Review in the democratic polity

Pres:
Resp:

- Sept 30 --Roach, Chp. 3, "Judicial Activism before the Charter"
- Roach, Chp. 4, "The Charter's Influential Response to Judicial Activism"

Pres:
Resp:

- Oct 7 --Roach, Chp. 5, "An American Debate comes to Canada"
- Roach, Chp. 6, "Four Dimensions of Judicial Activism"
- See also Eugene Rostow, "The Democratic Character of Judicial
Review", *Harvard Law Review*, Vol. 66, No. 2, December (1952): 193-221.

Pres:
Resp:

Oct 21 --Roach, Chp. 7, “The Constrained Creativity of Judicial Law Making”

--Roach, Chp. 8, “The Limits of Public Law Adjudication”

--Paul Brest “The Fundamental Rights Controversy: The Essential Contradictions of Normative Constitutional Scholarship”, *The Yale Law Journal*, Vol. 90 (1981): 1063-1109.

Pres:

Resp:

Oct 28 --Roach, Chp. 9, “Judicial Acceptance of Limits on Rights”

--Roach, Chp. 10, “Dialogue between Courts and Legislatures”

-- Tsvi Kahana, “The Notwithstanding Clause in Canada: The First Forty Years”, *Osgoode Hall Law Journal*, Volume 60, Issue 1 (Winter 2023) Article 1 5-9-2023

--See also William R Lederman, “Democratic Parliaments, Independent Courts and the Canadian Charter of Rights and Freedoms”, *Queen’s Law Journal*, Vol. 11 (1986).

Pres:

Resp:

Nov 4 --Roach, Chp. 11, “The Myths of Judicial Activism”

--Roach, Chp. 12, “The Myths of Right Answers”

--Roach, Chp. 13, “Democratic Dialogue in Theory”

--See also John Whyte, “The Charter at 30: A Reflection”, *Review of Constitutional Studies*,^[1]_[SEP] Volume 17, no. 1 (2012)

Pres:

Resp:

Nov 11 --Roach, Chp. 14, “Democratic Dialogue in Practice”

--Roach, Chp. 15, “Judicial Activism and Democratic Dialogue”

Pres:

Resp:

Nov 18 --Roach, Chp. 16, “Dialogue in Practice: 2001-2016”

--Roach, Chp. 17, “Dialogue in Theory: A Response to Critics”

Pres:

Resp:

Nov 25 MID-TERM TEST

Dec 2 --Christopher Manfredi and James Kelly, “Six Degrees of Dialogue: A Response to Hogg and Bushell”, *Osgoode Hall Law Journal*, Fall 1999, Vol. 37, No. 3.

--Peter Hogg and Allison A. Thornton, “Reply to Six Degrees of Dialogue”, *Osgoode Hall Law Journal*, Fall 1999, Vol. 37, No. 3.

--**Video**, The Right Hon. Beverley McLachlin, Chief Justice of Canada, “Respecting Democratic Roles” (video)

Pres:

Resp:

THE SUPREME COURT AND FEDERALISM

Jan 4 --Gregory Tardi, “Legality and Power: The Fundamental and Timeless Debate in Governing”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 1

--Gregory Tardi, “Historical Background: The Evolution of Scholarship”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 2

--Gregory Tardi, “Historical Background: The Milestone Instruments”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016),

Pres:

Resp:

Jan 6 --***Reference Re Secession of Quebec (1998)*** (in its entirety)

--Gregory Tardi, “Modern Background: Recent and Current Scholarship”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 3

Pres:

Resp:

Jan 13 ---Adam Dodek, “Courting Constitutional Danger: Constitutional Conventions and the Legacy of the Patriation Reference”, *Supreme Court Law Review* (2011), 54 S.C.L.R. (2d)

--Gregory Tardi, “The Comprehensive Theory of Political Law”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 7

--Gregory Tardi, “The Practice of Political Law in the Legislative Branch”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 8

Pres:

Resp:

Jan 20 --*The Patriation Reference (1981)*—in its entirety

Pres:

Resp:

Jan 27 --Peter Russell, “The Supreme Court Decision: Bold Statecraft Based on Questionable Jurisprudence”, *The Court And The Constitution* (Queen’s University: Institute of Intergovernmental Relations, 1982)

--Gregory Tardi, “The Accountability to Law of Heads of State and Government: Practice”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 12

Pres:

Resp:

Feb 3 --Jean-Francois Gaudreault-DesBiens, “The “Principle of Federalism” and the Legacy of the Patriation and Quebec Veto References, *Supreme Court Law Review* (2011), 54 S.C.L.R. (2d)

--Gregory Tardi, “The Accountability to Law of Heads of State and Government: Theory”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 11

--Peter Russell, “The Patriation and Quebec Veto References: The Supreme Court Wrestles with the Political Part of the Constitution”, *Supreme Court Law Review* (2011), 54 S.C.L.R. (2d)

Pres:

Resp:

Feb 10 --Radhakrishnan Persaud, “Resort to the Supreme Court through the Reference Procedure: Use of the Judicial Advisory Mechanism in Canadian Political Law”, *Journal of Parliamentary and Political Law* (Toronto: Carswell, 2011)

Feb 24 --Gregory Tardi, “The Practice of Political Law in the Judicial Branch”, *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 9

Pres:

Resp:

Mar 3 --Pierre Elliot Trudeau, “Fatal Tilt: Speaking Out About Sovereignty”, *Point of View* (Toronto: Harper Collins, 1991)

Pres:

Resp:

Mar 10 --Gregory Tardi, “The Professional Focus of Political Law: Accountability to Law” (2016), *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 10

Pres:

Resp:

March 17 --The Promise and Limits of Cooperative Federalism as a Constitutional Principle,
Prof. Warren J. Newman

Pres:

Resp:

Mar 24 --Gregory Tardi, "The Modern Law, Policy and Politics Scene", *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 6

--Gregory Tardi, "Patterns of Scenarios in Political Law", *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 13

-- Gregory Tardi, "The Need for a Concept of Political Law", *The Theory and Practice of Political Law* (Toronto: Carswell, 2016), Ch. 14

Pres:

Resp:

Mar 31 REVIEW FOR FINAL EXAM

CRITERIA FOR EVALUATION OF PARTICIPATION

Grade	Discussion	Reading
90-100%	Excellent: leads debates; offers analysis and comments; always has ideas on theme of readings; takes care not to dominate; asks insightful questions.	Has completed readings and is able to address questions formulated by instructor, and pose new ones based on the readings; Relates assigned material to other course material.
80%	Very Good: Usually has thoughtful comments and questions; able and frequent contributor.	Has completed readings; is able to integrate assigned material to other course material.
60%	Good: Has basic grasp of key concepts and ideas on the main theme of the reading; arguments are at times incomplete or poorly supported; rarely asks questions.	Has completed readings but does not demonstrate critical analysis of readings in response to questions posed by instructor. Rarely able to relate assigned material to other course material .
40%	Somewhat Poor: Remarks in class demonstrate poor or incomplete understanding of concepts; seldom contributes to discussions; often disagrees or disrupts discussions.	Displays marginal familiarity with assigned material; unable to knowledgably respond to questions posed by the instructor or others; is unable to relate assigned material to

		other course material.
20%	Poor: Speaks rarely or never; demonstrates no understanding into key themes or topics.	Demonstrates little or no familiarity with assigned material.

Please note that it is the obligation of every student to familiarize him/herself with the University's policy on academic integrity – Guidelines for avoiding Plagiarism. The School of Public Policy and Administration “considers breaches of the Senate Policy on Academic Honesty to be a serious matter” (see below). “The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.”

IMPORTANT COURSE INFORMATION FOR STUDENTS

From the Senate Committee on Curriculum & Academic Standards

Academic Honesty and Integrity

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty.

Senate Policy on Academic Honesty / summary of offences against the standards of academic honesty and penalties: <https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Senate Policy on Academic Conduct

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities and can be punishable according to the Senate Policy on Academic Honesty.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University. For more information, see the policies on Disruptive and/or Harassing Behaviour in Academic Situations, the Student Conduct and Responsibilities, and the Code of Student Rights & Responsibilities.

Netiquette for eClass

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the Code of

Student Rights and Responsibilities. Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the Guide to Netiquette and Student Guide to eLearning

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website.

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at [Religious Accommodation Agreement - Final Examinations](#)

Information on important dates: <https://registrar.yorku.ca/enrol/dates>

Grades and grading schemes | Definitions of Grading Descriptions

<http://calendars.registrar.yorku.ca/2015-2016/academic/grades/>

Except for courses taken under the pass/fail option, courses in the undergraduate Faculties represented in this publication are graded according to the following scale. The grade point values are used to compute averages. For information regarding the pass/fail option regulations, refer to the grading information available in your Faculty's section of the Undergraduate Calendar.

Note: only courses taken at York University are included in the grade point averages. The percentages indicated are not part of the official grading scheme and are meant only to be used as guidelines. The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University.

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

Note: all of the above-noted grades are used to calculate averages and credits.

A+ Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

A Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

B+ Very Good. Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

B Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C+ Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

C Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

D+ Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

D Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

E Marginally Failing.

F Failing.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in class.

Lateness Penalty: Assignments received later than the due date will be penalized. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a medical doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., medical doctor's letter) may request accommodation from the Course Instructor, viz., allowed to write a make-up test. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

YORK UNIVERSITY LIBRARIES

York University Libraries (YUL) has significantly expanded ebook content, including:

- Over 13000 ebook titles from Cambridge University Press, providing electronic access to all titles available in the humanities and social sciences published 2017 or earlier.
- Almost 6000 ebook titles on the deGruyter platform, providing access to all titles across all subject areas published 2017-2020 from Columbia, Cornell, Harvard, Princeton, Rutgers, Stanford, University of California, University of Pennsylvania, and Yale university presses.

Additionally, many publishers have made select content available temporarily, these collections include:

JSTOR Books

44 publishers have agreed to make more than 30,000 books freely available to libraries through the JSTOR platform. Publishers include Yale University Press, Columbia University Press, and the African Books Collective.

Access is available until June 30, 2020.

Access here: https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991036232694805164

Bloomsbury Collections

Delivers online access to scholarly books from Bloomsbury's Academic division. Spanning the arts, humanities and social sciences, the site features the latest research publications from Bloomsbury, T&T Clark, The Arden Shakespeare and Hart Publishing, alongside scholarship from historic imprints Continuum, Berg and Bristol Classical Press.

Access available until May 31, 2020

Access here: <http://ezproxy.library.yorku.ca/login?url=https://www.bloomsburycollections.com/>

Flipster

Access digital magazines on your mobile device with Flipster, the digital magazine newsstand from EBSCO. Flipster provides access to over 1800 magazines. Instructors can link to over 150 Canadian titles including Maclean's, business magazines (Forbes, Businessweek, Bloomberg), Art and Architecture (ArtNews, Architecture Digest) and other class-related subjects. Most are unlimited users, while a few are 500 concurrent users. There are also magazines that could be used for professional development or just "getting your mind off of everything" browsing type titles as well.

Access is available until June 23, 2020

Access here:

<https://search.ebscohost.com/login.aspxauthtype=ip,uid&custid=s2867684&groupid=trial&profile=eon&user=s2867684&password=tri@l2020>

If you require specific titles that are not included in these collections, please do not hesitate to contact me or write directly to the Content Development and Analysis Department at yul_cda@yorku.ca.

Additional Resources and Key Contacts (including requesting online films & videos):

- imagelib@yorku.ca - to order films or inquire about online streaming of film and videos
- [OER 101](#) - for those faculty wishing to explore freely available online options for course textbooks/materials
- Creating permanent links to available online content: [Creating Permalinks to York Libraries' Resources](#)
- General inquiries: library@yorku.ca
- Library Research Guides (subject list) available here: <https://researchguides.library.yorku.ca/?b=s>
- Online/telephone Research Assistance for students - information available here: <https://www.library.yorku.ca/web/ask-services/>
- YUL is also looking into providing online instruction videos and information literacy classes, but for now research and writing instruction are available through the online tutorial SPARK: <https://spark.library.yorku.ca/>

Web Resources:

Supreme Court of Canada homepage:

<https://www.scc-csc.ca/home-accueil/index-eng.aspx>

Reported Decisions of the Supreme Court 1983 to Present:

<https://www.scc-csc.ca/case-dossier/index-eng.aspx>

Canadian Legal information Institute (a search engine for reported court cases in all Canadian jurisdictions). <https://www.canlii.org/en/>

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#).

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.

- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).