Course Outline

COURSE: LAWS 6000 PhD Seminar
TERM: Fall 2012
CLASS: DAY & TIME: Thursdays, 11:35am-2:25pm
ROOM: D490 Loeb
INSTRUCTOR: Professor Christiane Wilke
CONTACT: Office: D485 Loeb
Office Hrs: Mondays 10-12 (walk-in) & by appointment
Email: Christiane_Wilke@carleton.ca
[please mention the course number in the email subject line]

COURSE OBJECTIVES & CONTENT:

What is happening in Legal Studies? In this course, we will read texts that speak to key issues in Legal Studies broadly understood. The course makes no claim to set a canon of required, standard or even sacred texts. We will also not try to delineate Legal Studies by defining its boundaries or arguing what it is not. Instead, let us move between different centers of gravity in the field of Legal Studies. The texts, written by scholars from a broad range of disciplinary backgrounds, are quite recent and use the theoretical and conceptual tools of Legal Studies in interesting ways. These are (hopefully) inspiring texts to have conversations with and conversations about. In discussions, we will map and evaluate the differences and similarities between approaches, conceptual tools, findings, and styles of argument.

Your assignments ask for both depth of research and breadth of engagement with different topics and approaches. You will write three short critical responses to assigned readings. You will also propose and write a research paper. In addition, you will give two class presentations on assigned texts.
NOTE ON ACADEMIC ACCOMMODATION
(STUDENTS WITH DISABILITIES, RELIGIOUS OBLIGATIONS, PREGNANCY)

You may need special arrangements to meet your academic obligations during the term because of medical conditions, disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible when you find out that you’ll need some adjustments or an accommodation for any assignment or course activity. I’d be happy to be flexible, but I need to know about possible concerns and conflicts well before the paper deadline, presentation date, etc.

For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: www.carleton.ca/equity and talk to me.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term. After requesting accommodation from PMC, please come to see me to ensure that the accommodation arrangements are appropriate for you.

COURSE MATERIAL:

All course material will be accessible through ARES via cuLearn. If these acronyms don’t mean anything to you, please let me know.

Login to cuLearn: https://www.carleton.ca/culearn/

You might also want to consider buying some of the books we read; they might become intellectual interlocutors and companions over time.

EVALUATION:

- Two class presentations 5% each (10% combined)
- Critical responses: 15% each (45% combined)
- Research paper proposal: 5%
- Research paper: 40%
- **Class presentation and participation:** This seminar relies on informed participation and discussion. The presentations should provide a short (5 min) critical analysis of the text(s) and set a possible frame for further discussion. Presentations should not summarize the text(s).

- If everyone brings their own critical perspectives on the texts to the table, we will be able to gauge the range of possible interpretations and critiques of the texts. Thus, everyone’s active participation is crucial for the success of the class. Participation presumes, of course, that you have read the texts carefully.

- **You cannot pass the class if you have missed three sessions or more without a documented excuse.**

- **Critical responses** offer either a critical analysis of a key issue from assigned readings or make an independent argument on the basis of the assigned texts. You choose the issues addressed in the readings that you write about in 5-7 pages (double-spaced). Critical responses should mainly rely on your critical analysis and conceptual arguments, not on outside research. You may, however, refer back to texts we read earlier in the course. **Critical responses are due at the beginning of the class for which the reading covered in the essay is assigned. Late papers are not accepted.** The first response has to be submitted no later than **September 27th**. The second essay is due no later than **October 25th**. The third essay is due no later than **November 22nd**. **You cannot write a response engaging with the same text that you are giving a presentation on.**

- The **Research Paper** allows you to develop a more sustained and complex argument. The desired page length is 20 pages (double-spaced). The research paper is due on **December 6th**. The research paper proposal is due **November 8th**.

**SCHEDULE:**

1. **September 6th**

   **Introduction: Legal Studies**

2. **September 13th**

   **Making Law and Rights**


Recommended:


3. September 20th

**Stories of Origins: Law, Colonialism, Civilization**


Recommended:


4. September 27th

[first critical response: no later than today]

**Past Present: Memories of Law and Injustices**


Nicholas Blomley, *Unsettling the City: Urban Lands and the Politics of Property* (New York: Routledge, 2003),
Recommended:


5. October 4th

What does law do?


Recommended:


6. October 11th

Questions of Justice: Recognition


**Recommended:**


7. October 18th

**Law & Violence**


**Recommended:**


8. October 25\textsuperscript{th}

[second critical response: no later than today]

The Fabulous World of Crime Statistics & Other Knowledges about Bad Things


Michele Leiby, "Digging in the Archives: The Promise and Perils of Primary Documents,” *Politics & Society* 37 (2009), 75-100.


Recommended:


9. November 1\textsuperscript{st}

Making Space & Security


Recommended:


10. November 8th

[research paper proposal due]

**Humans, Persons, Human Rights**


**Recommended:**


11. November 15th

**More Questions of Justice: More Recognition?**


Recommended:


12. November 22\textsuperscript{nd}

[last chance for the third critical response]

**When is a Debate Dead?**


13. November 29\textsuperscript{th}

**Research Paper Presentations**

Don’t forget: The research paper is due on Thursday, December 6\textsuperscript{th}. No late papers, no exception

**Note on the assignments:** All assignments have to be original work by the student who is submitting them. Collaboration on assignments is not permitted. (The only possible exception to this rule in this course may be joint presentations of two or more students with the specific permission of the instructor.) In addition, students should note Carleton University's policy on instructional offences, available at [www.carleton.ca/cuuc/regulations/acadregsuniv14.html](http://www.carleton.ca/cuuc/regulations/acadregsuniv14.html). Penalties for academic offences may range from a reprimand to expulsion from the university. The use of outside material without proper references is one of the most common and most easily avoidable instructional offences. Whatever language and ideas you take from other sources needs to be referenced. Make yourself familiar with different citation styles! The Carleton University library has many resources that can help you. See: [www.library.carleton.ca/howdol/citing.html](http://www.library.carleton.ca/howdol/citing.html).