Course Outline

**COURSE:** LAWS 6000F PhD Seminar

**TERM:** Fall 2013

**CLASS: DAY & TIME:** Mondays, 8:35-11:25am

**ROOM:** D490 Loeb

**INSTRUCTOR:** Professor Christiane Wilke

**CONTACT:**
- Office: D499 Loeb
- Office Hrs: Mondays 2-4pm, Wednesdays 10am-12pm (drop-in) & by appointment
- Email: Christiane.Wilke@carleton.ca

[please mention the course number in the email subject line]

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**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. We will draw on some classic texts from different centuries that continue to shape the way that law, rights and the state have been conceptualized, but we focus our energy on recent contributions by scholars from a broad range of disciplinary backgrounds. 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 valuable 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 5-6 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 30th. The second essay is due no later than November 11th. The third essay is due no later than December 2nd. **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 16th. The research paper proposal is due November 18th.
SCHEDULE:

1. September 9th

Introduction: Legal Studies

2. September 16th

Making Law and Rights


Recommended:


3. September 23rd

Stories of Origins 1: Social Contracts and Other Fictions


**Recommended:**


**4. September 30th**

[first critical response: no later than today]

**Stories of Origins 2: Law, Colonialism, and Racial Orders**


**Recommended:**


Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism,” *GLQ: A


5. October 7th

Complex Identities, Complex Inequalities, Complex Memories


Recommended:

Rebecca Johnson, Taxing Choices: The Intersection of Class, Gender, Parenthood, and the Law (Vancouver & Toronto: UBC Press, 2002).


Emily Grabham et al. (eds.), Intersectionality and Beyond: Law, power, and the politics of location (New York: Routledge, 2009).


6. October 21st

What does law do?


Recommended:


7. November 4th

Troubled States


Recommended:

8. November 11th

[second critical response: no later than today]

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

Ann Laura Stoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense (Princeton:
Recommended:


9. November 18th

[research paper proposal due]

Law’s Places


Recommended:


**10. November 25th**

**Law & Violence**


**Recommended:**


11. December 2nd

[last chance for the third critical response]

Humans, Persons, Human Rights


**Recommended:**


12. December 9th

Class format TBD

Don’t forget: The research paper is due on Monday, December 16th (via email). 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. 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/howdoI/citing.html.