Course Outline

Course: LAWS 6000 PhD Seminar

Term: Fall 2015

Class: Day & Time: Mondays, 2:35-5:25pm

Room: D490 Loeb

Instructor: Professor Christiane Wilke

Contact: Office: D499 Loeb

Office Hours: Drop-in: Mondays 10-12pm, Thursdays 2-4pm (or by appointment)

Email: Christiane.Wilke@carleton.ca

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

Course Objectives & Content:

What is Legal Studies? 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.
**Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://carleton.ca/equity/](http://carleton.ca/equity/)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://carleton.ca/equity/](http://carleton.ca/equity/)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre 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, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at [http://carleton.ca PMC/students/dates-and-deadlines/](http://carleton.ca PMC/students/dates-and-deadlines/)

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [http://carleton.ca/equity/](http://carleton.ca/equity/)

**Plagiarism**

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University’s **Academic Integrity Policy** can be found at: [http://www.carleton.ca/studentaffairs/academic-integrity/](http://www.carleton.ca/studentaffairs/academic-integrity/)

**Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department’s expectations.

COURSE MATERIAL:

All course material will be accessible through ARES via cuLearn. If these acronyms don't mean anything to you or if you are not yet fully registered, 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 documented excuses.

- 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 28th. The second response is due no later than November 2nd. The third response is due no later than November 30th. You cannot write a response engaging with the same text that you are giving a presentation on, but you can write a response paper for the same week you’re presenting as long as the response and the presentation are clearly distinct.

- The Research Paper allows you to develop a more sustained and complex argument. The desired length is 20 pages (double-spaced, excluding bibliography). The research paper is due on December 14th. The research paper proposal is due on November 9th.
## Grading

The grades (and their meaning) are governed by Carleton University regulations on the relationship between percentages and letter grades as well as rules on what counts as a passing grade. In addition, the Department of Law and Legal Studies has passed the following table that connects letter grades to levels of demonstrated research competency.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Exceptional work that is technically flawless and original. Work demonstrates insight, understanding and independent application or extension of course expectations; often of publishable quality.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Excellent work that demonstrates a very high level of integration of materials/relevant scholarship. Work demonstrates insight, understanding and independent application or extension of course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Very good quality work that represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Represents a largely satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Acceptable work that fulfills the minimum expectations of the course. Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Acceptable and somewhat fulfills the course expectations. Work reveals some deficiencies in knowledge, understanding or techniques.</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>Unacceptable work at the graduate level. Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking.</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td></td>
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<tr>
<td>C-</td>
<td>60-62</td>
<td><strong>(Carleton University requirements: “A grade of B- or better must normally be obtained in each course credited towards the master’s degree” and a grade of B- must be obtained in each course credited towards the PhD. Grades below B- may result in the student’s removal from the Program. See <a href="http://calendar.carleton.ca/grad/gradregulations/administrationofthereregulations/#11">http://calendar.carleton.ca/grad/gradregulations/administrationofthereregulations/#11</a>)</strong></td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Fail. Unsatisfactory performance, even though student completes course requirements including submission of final paper/completion of final exam.</td>
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Outline - LAWS 6000F

SCHEDULE:

1. Friday, September 4th
   
   Introduction: Legal Studies

2. September 14th
   
   Making and Finding Law


Recommended:


3. September 21st

   Stories of Origins 1: Social Contracts and Other Fictions


Recommended:


4. September 28th

[First critical response: due no later than today]

*Stories of Origins 2: Spatial and Racial Imaginaries and Orders*


Recommended:


Teemu Ruskola, Legal Orientalism XXX


Constance Backhouse, *Colour-Coded: A Legal History of Racism in Canada, 1900-1950* (Toronto: University of


5. October 5th

**Complex Identities, Complex Inequalities, Complex Memories**

Ken Burns (dir.), *The Central Park Five* (2012). [*please watch the documentary before this class; I will make a copy available.*]


Recommended:


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


6. October 19th

**What does law do?**


**Recommended:**


**7. November 2nd**

[second critical response: no later than today]

**Legal and Other Knowledges**


**Recommended:**


Justin Piché and Kevin Walby, “Problematizing Carceral Tours,” *British Journal of Criminology* 50 (2010):


8. November 9th

[research paper proposal due]

**Law's Lives**


**Recommended:**


9. November 16th

Law & Violence


Recommended:


10. November 23rd

Humans, Persons, Human Rights


Recommended:


11. November 30th

[last chance for the third critical response]

Law and Sources


Recommended:

12. December 7th

Class format TBD (most likely research paper presentations)

Don't forget: The research paper is due on Monday, December 14th (via email). No late papers, no exceptions. Thank you!