

Course Outline

COURSE: LAWS 2908 D – Approaches in Legal Studies I

TERM: Winter 2018

PREREQUISITES: LAWS 1000

CLASS: Lectures and Wednesdays 11:35am-2:25pm
Tutorials: Mandatory Attendance. Attendance will be recorded and graded.
Room: Please check Carleton Central for current room location

Note: *This course uses a blended learning model that involves both live lectures and tutorials (held in class) and online learning modules that you will review outside of class.*

INSTRUCTOR: Dr. Jennifer Dalton

CONTACT: Office: D483 LA (Loeb Building)
Office Hrs: By appointment
Telephone: 613-520-2600 x 2082
Email: jennifer.dalton@carleton.ca (best contact method)
Please be sure to use your cmail (or Connect) email account for correspondence and include "LAWS 2908" in the subject line.

CULEARN: **Essential:** *Students must be able to access and use cuLearn for this course. Email, announcements, lecture slides, assignments and many video resources are hosted on cuLearn. Contact CCS for assistance if required at www.carleton.ca/ccs.*

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/>

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/>

Academic Accommodations for Students with Disabilities: 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, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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/>

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 from 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://carleton.ca/studentaffairs/academic-integrity/>

Student Services: The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at carleton.ca/csas

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.

<http://carleton.ca/law/current-students/>

COURSE DESCRIPTION

The Law Program in the Department of Law and Legal Studies is firmly grounded in a "legal studies" approach which situates law in its social, economic, political and historical contexts. As such, courses focus not just on "what the law is" in a particular area, but also on a range of other theoretical and practical considerations: How does the law reflect particular normative visions of society and distributions of power? How and why does law change? How is the law operationalized (i.e. by various actors in the legal system) and experienced by people in everyday life? How do the narratives of law (e.g. judicial decisions, policy formation) communicate cultural meanings in our society? How do law and legal processes interact with other institutions in our society? Who creates law, and is all law formally prescribed?

Engaging with questions such as these requires students to deploy a range of effective research skills and strategies. The Department offers two research courses to assist students to master the discipline of law. This course, LAWS 2908, introduces students to legal materials in legal studies research, such as judicial decisions (cases), legislative instruments (statutes and regulations), government documents (including Parliamentary materials and policy) and secondary sources published in academic journals. The course also addresses "legal methods" in comprehending and working with these materials. This course is compulsory for all students majoring in Law or Law Honours programs. A second course, offered at the 3000 level (LAWS 3908), introduces students to a variety of interdisciplinary approaches, including the use of social science research sources and methods in legal studies as well as more advanced consideration of theory in legal research.

LEARNING OBJECTIVES

Students who successfully complete this course should be able to:

1. Craft an effective research question in legal studies related to the assignments required in the Law Program;
2. Outline effective research strategies for shaping a research project in legal studies at the undergraduate level;
3. Find primary legal materials, government documents and secondary academic literature related to their research questions;
4. Read legal materials through a “research lens” (i.e. identify and state key components of these materials and their purpose, function, status and relevance to the research undertaken);
5. Recognize the quality/authority of legal materials and find the most authoritative sources of law (i.e. update legal cases using citators, determine if legislation is in force or amended);
6. Relate legal materials to legal studies research projects (i.e. identify core principles and arguments; evaluate strengths and weaknesses; evaluate how the sources address a legal studies research problem);
7. Apply legal materials to research projects and use them to formulate critical academic argumentation and analysis.

Learning is a dynamic enterprise that requires active participation of both the instructor and the student. To give you the best opportunity to fulfill the learning objectives of this course, I will make my best effort to:

- Organize the course to facilitate the achievement of the learning objectives;
- Engage in the necessary research and preparation to craft informative and engaging lectures/seminars and tutorials using relevant pedagogical strategies and appropriate substantive content;
- Foster a classroom environment that supports interaction and active learning in a respectful and tolerant setting;
- Be available to students who wish to meet with me;
- Respond to electronic communication in a timely manner (usually within one day);
- Prepare evaluations (tests, assignments, presentations, etc.) that fairly assess your ability to engage with the content of the course and your developing skills as a university student;
- Ensure assignments are marked in a timely manner (usually within two weeks) and that you receive meaningful feedback where appropriate;
- Seek appropriate feedback about the course and its content and incorporate this feedback to improve the course when appropriate.

To give you the best opportunity to fulfill the learning objectives of this course, you should make your best effort to:

- Complete assigned readings or other preparation tasks (e.g. watch lecture videos) before class;
- Attend class regularly and minimize distractions in class (such as social media) in order to maximize your ability to interact and engage with the material, fellow students and the instructor;
- Ensure that your interaction with other students and the instructor is respectful and tolerant of opposing views, different ways of learning or participating;
- Ask questions when you are having difficulty understanding the material being studied or if you are uncertain if you have the skills required to complete an assignment or other evaluation;
- Manage your schedule to ensure you have adequate time to prepare for class and complete assignments in a manner that reflects your best work (this includes time for research, writing, reviewing and editing written submissions and for practicing oral submissions);
- Ensure that all of the work that you submit for evaluation is your own work and that you provide proper attribution (footnotes, etc.) to identify where you have relied upon the work of others to support your own ideas or arguments;
- Read and carefully consider the evaluation and feedback provided on your assignments;
- Take responsibility for your own education by taking your courses seriously and devoting the time and energy required to succeed

COURSE FORMAT

LECTURES

This course engages a blended learning model. It will include both live lectures (held in class) and online lecture modules to review outside of class. The lectures in this course are designed to introduce students to the important role of research and research approaches that may be used in legal studies. Lectures will also provide foundations for effective analysis of different types of primary and secondary sources in law.

TUTORIALS

Attendance at tutorials is mandatory and attendance will be recorded. Tutorials are used to provide hands-on introduction to research skills and training with electronic resources. Some tutorials will be “labs” and others will be workshops addressing writing skills and assignments. All tutorials will be held in the course classroom and led by Dr. Dalton.

COURSE MATERIALS

REQUIRED READINGS

There is no required text book for this course. Instead, the required readings will consist of articles, cases, legislation and government documents. These will be available through links on the cuLearn webpage. These readings are indicated in the Schedule of Lectures and Tutorials (posted on cuLearn). Students will be expected to retrieve copies of these readings and read them in preparation for the appropriate lectures and tutorials.

OTHER WEB-BASED RESOURCES

The lectures and tutorials in this class are supported by a variety of materials available through cuLearn. These supporting materials include video-recorded demonstrations and guides, captivate videos, YouTube videos and PowerPoint slides. Students are responsible for reviewing these supporting materials before the lectures or tutorials they are meant to support.

RECOMMENDED TEXTS

1. McGill Law Journal, *Canadian Guide to Uniform Legal Citation*, 8th ed. (Scarborough, Ontario: Carswell, 2014) [aka *McGill Guide*]. This text explains the basic rules of legal citation. It is an essential reference text for anyone conducting research concerning legal issues. You will use it as a resource in other courses as you progress in the Law program. Available in the University Bookstore and on reserve at the Carleton Library.
2. Wayne C. Booth et al., *The Craft of Research*, 4th ed. (Chicago: The University of Chicago Press, 2016). This is a general introductory guide to research and writing in the social sciences. This book is available as an e-book through the Carleton Library website using your MyCarletonOne login credentials. You do not need to buy this book in hard copy, however there are copies available in the University Bookstore and on reserve at the Library.
3. Margaret Kerr et al., *Legal Research: Step by Step*, 4th ed. (Toronto: Emond Montgomery, 2015). This book provides a basic introduction to legal research and is often used in law schools. Also on reserve at the Library.
4. Online: *Best Guide to Canadian Legal Research*: www.legalresearch.org. This is an excellent resource addressing processes and resources for legal research with many relevant hyperlinks. Note however that citation information given has not yet been updated to the *McGill Guide*, 8th ed. which is used in this course.

EVALUATION

This course is intensive. It will require considerable ongoing attention every week. Generally there is something due every week. We know that this is a lot of work for you (and for us) and that the course may seem much heavier than your other courses. However, this course is foundational in your LAWS Program. It is designed to help you develop research skills and understanding that will serve you well in your other law courses, and more broadly. The course is also designed to encourage you to stay engaged with the material being covered each week. Notably, the methods of evaluation reward students who are engaged, submit the weekly exercises on time, and attend and participate in tutorials.

Evaluation Component	Value	Due Dates
ASSIGNMENTS		
There are two assignments in the course. Each is submitted through the cuLearn Assignment Tab. Full instructions will be provided with the Assignment Sheets which will be posted on the Assignment Tab on cuLearn.		
Assignment 1 Case Brief and Analysis This assignment will require students to summarize and analyze a judicial decision in a case to be assigned by the instructor.	30%	March 1, 2018
Assignment 2 Summary and Analysis of Secondary Sources This assignment will require students to summarize and analyze a journal article assigned by the instructor.	40%	April 6, 2018
TUTORIAL ATTENDANCE AND PARTICIPATION		
Tutorial attendance is mandatory . There are 10 tutorials scheduled during the first 10 weeks of class. Students must attend at least 9 of these tutorials.		
Tutorials take two different formats (labs and workshops):		
<ul style="list-style-type: none"> • <u>Labs</u>: the 6 labs cover nuts and bolts of legal research and databases. Students will complete worksheets in these labs. • <u>Workshops</u>: the 4 workshops cover specialized themes such as analyzing legal material and writing. Students will submit exercises ahead of time for Workshops on Analyzing Cases and Secondary Sources. See Tutorial Workshop Prep Exercises below. 		

Evaluation Component	Value	Due Dates
<p>TUTORIAL WORKSHOP PREP EXERCISES</p> <p>Tutorial workshop prep exercises must be completed prior to the <i>Workshop on Analyzing Cases and Using them in Research</i> and the <i>Workshop on Analyzing Secondary Sources and Using Them in Research</i>. These completed exercises must be submitted in person at the beginning of the corresponding workshops. They are worth 3 marks each.</p>	4%	<p><i>Cases Analysis Workshop Prep Exercise</i> – due in week 5 tutorial</p> <p><i>Article Analysis Workshop Prep Exercise</i> – due in week 9 tutorial</p>
<p>LECTURE QUIZZES</p> <p>There are 10 lecture quizzes that are based on the content discussed in the lectures and a designated reading for each lecture. These exercises replace the previous examination requirement in this course. They are posted on cuLearn. Each quiz gets activated the day the lecture for that week is scheduled as per the course schedule.</p> <p>All quizzes stay open for <u>one week</u>. Students will have <u>one hour</u> to complete each quiz.</p> <p><u>Important Note:</u> Each quiz is worth 2 marks out of your final grade. Only your marks from your best 8 quizzes will be counted toward your final grade. This means that students may choose to complete only 8 of the quizzes if they are satisfied with their marks from these 8 quizzes.</p>	16%	<p>Week 1 Quiz – open from Jan 10 to Jan 16</p> <p>Week 2 Quiz – open from Jan 17 to Jan 23</p> <p>Week 3 Quiz – open from Jan 24 to Jan 30</p> <p>Week 4 Quiz – open from Jan 31 to Feb 6</p> <p>Week 5 Quiz – open from Feb 7 to Feb 13</p> <p>Week 6 Quiz – open from Feb 14 to Feb 20</p> <p>Week 7 Quiz – open from Feb 28 to March 6</p> <p>Week 8 Quiz – open from March 7 to March 13</p> <p>Week 9 Quiz – open from March 14 to March 20</p> <p>Week 10 Quiz – open from March 21 to March 27</p>

IMPORTANT NOTES ON EVALUATION

You must complete all course components of evaluation to receive a passing mark in the course.

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

You must provide meticulously correct citations compliant with the *Canadian Guide to Uniform Legal Citation*, 8th ed. (*McGill Guide*) in assignments. Marks will be deducted in each assignment if citation is not fully correct. Marks will also be allocated for effective writing.

Feedback: You will receive a marking feedback and evaluation sheet with comments when your assignment marks are posted. You should wait 48 hours before emailing your TA if you have questions on your marks. Please make your queries specific and detailed so that the TA can review your points and get back to you. If necessary, your TA will set up an appointment to meet with you.

Appeals: Any grade appeals must first go through your TA before proceeding to the instructor. At each stage of reassessment, your grade may go up, down or stay the same. Again, wait 48 hours before approaching your TA for a reassessment and be sure to provide a detailed, specific rationale to justify why you think your grade should be changed. It is suggested that you discuss your grade first with your TA before requesting a formal reassessment from them.

Timelines:

- It will take about 14 days to mark and return Assignment 1 to you through the Assignments Tab.
- Assignment 2 will be marked within the timeframe for finalizing the Final Grade Report (FGR). You will receive your mark around the same time as the FGR is submitted to the Dean's Office.
- Marks for other submissions will be input by your TA using the Grade Book on cuLearn. These are likely to be posted near the end of the semester. You will know if you have obtained the associated marks by submitting on time.

Keep a copy of all assignments and other submissions until your final grade is confirmed.

Individual work only! See discussion of Academic Integrity.

LATE PENALTIES

- Quizzes are only accepted during the week in which they are open on cuLearn.
- Tutorial Workshop Prep Exercises are only accepted at the start of the relevant workshop.
 - Late Assignments will be penalized as follows:
 - Deduction of 5% per individual assignment if submitted on the due date after the deadline of 12pm (noon), but before midnight;
 - A further 5% is deducted if the assignment is submitted anytime the "next day" (i.e. from 12:01am to 11:59 pm);
 - A further 10% is deducted at the beginning of each following day (at 12:01am) including weekend days.
 - In other words, if a paper is due at NOON on Wednesday and you submit it anytime on Friday, the penalty would be -20% from the total of 100% for that particular assignment.
 - If an assignment is submitted more than seven days late, it will be accepted towards course completion, but will receive a grade of zero.

EXTENSIONS FOR THE ASSIGNMENTS

Students can request an extension on Assignments for serious illness or family and personal emergencies. They will be required to provide official supporting documentation. Students requesting an extension must contact the instructor prior to the assignment deadline. Your TA cannot grant extensions.

Extensions will not be granted for computer problems. Be sure to back up your work as you go along, whether to the cloud, a flash drive, external hard drive, ecopy sent to yourself by email, etc.

SCHEDULE

All materials listed below, except the *McGill Guide*, are posted in the relevant weekly cuLearn folders. The *McGill Guide* is available on reserve at the Library or for purchase at the Bookstore (recommended).

Week		Lecture	Tutorial
1	Topic	Jan 10 Introduction to the Course <i>***In-Class Lecture begins at 11:35am – UC 180***</i>	Jan 10 Introduction to Labs and Electronic Resources <i>***In-Class Tutorial follows lecture – UC 180***</i>
	Material	Read: Course Outline	See resource videos in Tutorials Folder (cuLearn). Note: The videos posted in this folder are meant to provide you with additional instruction on how to use the databases and websites covered in tutorials.
	Due Complete by Jan 16	Week 1 Lecture Quiz	
2	Topic	Jan 17 Starting Research in Legal Studies <i>***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***</i>	Jan 17 Finding Secondary Sources (Library Databases, Quicklaw, Westlaw) <i>***In-Class Tutorial begins at 12:00pm – UC 180***</i>
	Material	Read: T. Brettel Dawson, "Legal Research in a Social Science Setting: The Problem of Method" (1992) 14 Dalhousie LJ 445. (Lecture Quiz) Richard F. Devlin, "Mapping Legal Theory" (1994) 32 Alta L Rev 602.	See resource videos in Tutorials Folder (cuLearn). Read: "Is Google Making Us Stupid?" https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/
	Due Complete by Jan 23	Week 2 Lecture Quiz	

3	Topic	Jan 24 Cases I: Judges and Judgments ***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***	Jan 24 Finding and Noting Up Cases I (Quicklaw including International sources) ***In-Class Tutorial begins at 12:00pm – UC 180***
	Material	Read: Martin Davies, "Reading Cases" (1987) 50(4) Mod L Rev 409. (Lecture Quiz) <i>Court Structure – Canada</i> <i>R. v. Gladue</i> , [1999] 1 S.C.R. 688. Recommended: Albie Sachs, "Chapter 2: Tock-Tick: The Working of a Judicial Mind" in Albie Sachs, <i>The Strange Alchemy of Life and Law</i> (London: Oxford University Press, 2009) 47.	See resource videos in Tutorials Folder (cuLearn).
	Due Complete by Jan 30	Week 3 Lecture Quiz	
4	Topic	Jan 31 Cases II: Anatomy of a Case ***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***	Jan 31 Finding and Noting-Up Cases I (WestLaw and CanLii) ***In-Class Tutorial begins at 12:00pm – UC 180***

	Material	<p>Read: <i>R. v. Gladue</i>, [1999] 1 S.C.R. 688. (Lecture Quiz)</p> <p>UBC Faculty of Law – “Introduction to Reading and Briefing a Case”</p> <p>ALPN – “Ratio decidendi and obiter dicta”</p> <p>Recommended: Rebecca Johnson and Marie-Claire Belleau, “I beg to differ: Interdisciplinary Questions about Law, Language and Dissent,” in Logan Atkinson and Diana Majury, eds., <i>Law Mystery and the Humanities: Collected Essays</i> (Toronto: University of Toronto Press, 2008) 145.</p>	See resource videos in Tutorials Folder (cuLearn).
	Due Complete by Feb 6	Week 4 Lecture Quiz	
5	Topic	<p>Feb 7 Cases III: Precedent, Law Reporting and Citation</p> <p>***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***</p>	<p>Feb 7 Workshop: Analyzing Cases and Using them in Research (<i>Ipeelee</i>)</p> <p>***In-Class Tutorial begins at 12:00pm – UC 180***</p>

	Material	<p>Read: Debra Parkes, "Precedent Unbound? Contemporary Approaches to Precedent in Canada" (2007) 32 Man LJ 135.</p> <p>ALPN – "Law Reports" (focus on concepts not details)</p> <p>ALPN – "Updating Cases"</p> <p><i>McGill Guide</i>, Section 3 (E-43 – E66)</p> <p>Recommended: Susan W. Brenner, "Of Publication and Precedent: An Inquiry Into The Ethnomethodology Of Case Reporting in The American Legal System" (1989-90) 39 DePaul L Rev 461.</p>	<p>Read (and complete exercise): <i>R. v. Ipeelee</i>, [2012] 1 SCR 433.</p>
	Due Submit in Wk 5 tutorial	Tutorial Workshop Prep Exercise	
	Due Complete by Feb 13	Week 5 Lecture Quiz	
6	Topic	<p>Feb 14 Legislation and Gov Docs I: Legislation and Legislative Process</p> <p>***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***</p>	<p>Feb 14 Tracing the Legislative Process and Finding Government Docs</p> <p>***In-Class Tutorial begins at 12:00pm – UC 180 ***</p>

	Material	<p>Read: Speeches of Chris Bittle (Honourable Member for St. Catharines) and Marjolaine Boutin-Sweet (Honourable Member for Hochelaga) that are found at pages 16231-16234 of Hansard, vol 148, no 248. (A pdf of the Hansard document is posted in the Lectures folder under the tab for week 6). (Lecture Quiz)</p> <p>Sébastien April and Mylène Magrinelli Orsi, <i>Gladue Practices in the Provinces and Territories</i>. (Ottawa: Research and Statistics Division, Department of Justice Canada, 2013), http://www.justice.gc.ca/eng/rp-pr/csj-sjc/ccs-ajc/rr12_11/rr12_11.pdf.</p> <p><i>McGill Guide</i>, chapter 2</p>	See resource videos in tutorials folder on cuLearn.
	Due Complete by Feb 20	Week 6 Lecture Quiz	
FEB 21 – NO CLASS – WINTER BREAK			
7	Topic	<p>Feb 28 Legislation and Government Docs II: Interpreting Legislation and Understanding Legislative Drafters</p> <p>***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***</p>	<p>Feb 28 Finding and Noting Up Legislation</p> <p>***In-Class Tutorial begins at 12:00pm – UC 180***</p>

	Material	<p>Read: Sandra Markman, "Training of Legislative Counsel: Learning to Draft without Nellie" (2010) 36(1) Commonwealth L Bull 25. (Lecture Quiz)</p> <p>Ruth Sullivan, <i>Statutory Interpretation</i>, 2d ed. (Toronto: Irwin Law, 2007) at 5-13, 40-48.</p> <p>Ruth Sullivan, <i>Sullivan and Driedger on the Construction of Statutes</i>, 4th ed. (Toronto: Butterworths, 2002) at 613-624.</p> <p>Newswire, "Canada's justice system is failing Aboriginal youth and their communities, Feathers of Hope report concludes," http://www.newswire.ca/news-releases/canadas-justice-system-is-failing-aboriginal-youth-and-their-communities-feathers-of-hope-report-concludes-571247921.html.</p> <p><i>Youth Criminal Justice Act</i>, S.C. 2002, c.1. at 5-7, 37-77. ("Declaration of Principle" and "Part 4 – Sentencing")</p> <p><i>McGill Guide</i>, chapter 4</p>	See resource videos in tutorials folder on cuLearn.
	Due March 1	Assignment 1: Case Brief and Analysis	
	Due Complete by March 6	Week 7 Lecture Quiz	
8	Topic	<p>March 7 Secondary Sources I – Introduction to Secondary Sources</p> <p>***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***</p>	<p>March 7 Workshop: Writing and Editing</p> <p>***In-Class Tutorial begins at 12:00pm – UC 180***</p>

	Material	Read: Jonathan Rudin and Liora Zimmerman, "The End Is Not in Sight – The over-Representation of Aboriginal Youth in Custody in Ontario 2004-2010" (2014) 60 Crim LQ 433. (Lecture Quiz)	Read: Pamela Samuelson, "Good Legal Writing: Of Orwell and Window Panes" (1984) 46 U Pitt L Rev.149. Additional readings posted in tutorials folder on CUOL.
	Due Complete by March 13	Week 8 Lecture Quiz	
9	Topic	March 14 Secondary Sources II – Analyzing Secondary Sources ***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***	March 14 Workshop: Analyzing Secondary Sources and Using Them in Research *** In-Class Tutorial – begins at 12:00pm UC 180***
	Material	Read: Rudin and Zimmerman article from Week 8. (Lecture Quiz) <i>McGill Guide</i> , chapter 6	Read (and complete exercise): Brian Pfefferle, "Gladue Sentencing: Uneasy Answers to the Hard Problem of Aboriginal Over-Incarceration" (2009) 32(2) Man LJ 32.
	Due Submit in Week 9 Tutorial	Tutorial Workshop Prep Exercise	
	Due Complete by March 20	Week 9 Lecture Quiz	
10	Topic	March 21 International Law – Sources and Research ***View Pre-Recorded Lecture Modules on cuLearn (instead of in-class lecture)***	March 21 Workshop: Research Hygiene - Ethical Issues & Plagiarism ***In-Class Tutorial – begins at 12:00pm UC 180***
	Material		

	Material	<p>Read: UN – “Explanation of Human Rights Treaty Bodies”: http://www.ohchr.org/EN/HRBodies/Pages/TreatyBodies.aspx</p> <p>Betina Kuzmarov, <i>International Sources Summary</i>.</p> <p>UN Human Rights Council, A/HRC/36/28, <i>Report of the United Nations High Commissioner for Human Rights</i>, 29 September 2017. (Lecture Quiz)</p> <p><i>United Nations Declaration on the Rights of Indigenous Peoples, A/RES/61/295, September 17, 2007.</i></p>	Read: Materials posted in cuLearn folder.
	Due Complete by March 27	Week 10 Lecture Quiz	
11	Topic	<p>March 28 Faculty Forum: Topic TBA</p> <p><i>***In-Class Lecture – start time TBA***</i></p>	<p>March 28 To be announced</p>
	Material	To be announced	
12	Topic	<p>April 4 Conclusion and Review</p> <p><i>***In-Class Lecture begins at 12:00pm***</i></p>	<p>April 4 No Tutorial</p>
	Due April 6	Assignment 2: Summary and Analysis of Secondary Sources	