

Course Outline

Contemporary Topics in Legal Studies

Ruth and Mark Phillips Professor Seminar, Fall 2024

"Worlding Law and Literature"

Thursdays:	2:35 pm – 5:25 pm
Location:	Please check Carleton Central for class schedule
Course codes:	LAWS 5904 F / CLMD 6902 F / ENGL 5900 H
Instructor:	Philip Kaisary
Office Hours:	By appointment
Email:	philip.kaisary@carleton.ca
Course Reserves	Ares

1. COURSE DESCRIPTION

When it emerged in the 1980s and 1990s, the interdisciplinary field of Law and Literature cast itself as a “movement.” This seminar takes up the stakes of that claim. First, we will pay close attention to the field’s formation, goals, situation, theoretical investments, and ideological thrust. Second, we will draw on recent debates within world literary studies and the critical tradition of cultural materialism to explore whether these offer Law and Literature a way to live up to not only the claim, but also the responsibility, of being a movement. We will consider a diverse corpus of primary materials (spanning literature, film, visual arts, case law, and constitutional law) drawn from both “peripheral” and “core” global locations. This seminar is open to graduate students in Cultural Mediations, Law, and English. No prior knowledge of law is required.

2. EVALUATION

Notebook / lever arch folder of notes: not required, not graded

I *strongly suggest* you keep a *physical* notebook or lever arch folder of notes throughout the course. This will become an essential piece of documentation to map out the material covered and to refer to as you build towards the final essay at the end of the course. Typically, this notebook or folder should include your annotated copies of all reading materials, your independently prepared notes on weekly readings, weekly seminar notes, assignments and drafts of assignments.

Presentation: required and graded. Worth 25% of the overall grade.

This in-class assignment will give you the opportunity to lead a group discussion around the assigned readings for a particular week. It will first include a 20-minute presentation aimed at summarizing and analyzing one of the readings. The presentation will also share a commentary that identifies issues to be addressed through further discussion. You will then lead and facilitate a group discussion (45 minutes) around the readings by putting forward a set of possible questions, by monitoring and commenting on responses as to how they address the questions raised, and by providing further elements to the discussion, as relevant. You will provide me

(before the day of your presentation) with a 2-page document comprised of an outline of the presentation, the list of questions for discussion, and a bibliography of any secondary sources consulted. We will assign presentations in the first class.

Mid-term: 10pp. reading response essay: required and graded. Worth 25% of the overall grade.

Due: Monday October 28, 2024

This reading response essay will summarize, analyze, and compare no fewer than 3 readings of the theoretical readings assigned in Part I of the course. The material covered must not duplicate the presentation material. Your essay should be written in 12-pt. Times New Roman font and double-spaced. Use Chicago Style for all citations:

<https://library.carleton.ca/sites/default/files/help/Using%20Chicago%20style%20August%202016.pdf>.

Take-home exam essay: 20pp. required and graded. Worth 50% of the overall grade.

Due: Saturday December 21, 2024

You will research and write a final essay of a maximum length of 20 pages (double-spaced, in 12-pt. Times New Roman font, excluding footnotes and bibliography). You will choose from a list of essay questions to be provided. Your essay must have a clear thesis and provide sustained analysis. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, (3rd ed. Norton, 2014) is a very useful essay writing resource. Use Chicago Style for all citations:

<https://library.carleton.ca/sites/default/files/help/Using%20Chicago%20style%20August%202016.pdf>.

All components must be successfully completed to receive a passing grade.

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

3. NOTE ON THE COURSE STRUCTURE AND TECHNOLOGY

The course is structured as a discussion based, scholarly reading group. Each week we will attempt to frame a collective approach to the texts at hand, identify key arguments, issues, and concepts, and relate weekly readings to previous perspectives. Therefore, your full presence and participation in class is required. To this end, all personal electronic devices are expected to be switched off for the duration of each class. Further, if you take notes on a laptop, (1) you should disconnect it from the internet by disabling the Wi-Fi for the duration of each class and (2) you should ensure that your laptop does not interfere with your ability to participate in the seminar discussion. Try closing your laptop or switching it off (or even not bringing it to class and taking notes by hand). You might be surprised by what a difference it makes!

4. REQUIRED TEXTS

Texts will be made available online via the Library's Course Reserves (ARES). Texts for which the Library is unable to obtain online copyright permission will be placed in the Library's physical reserves collection. To encourage a deeper engagement with the materials, I strongly recommend (insofar as it is possible) that you read physical (printed) copies of the assigned readings rather than read from a screen.

I recommend purchasing the following texts (available at [Octopus Books](#)):

1. M. NourbeSe Philip, *Zong!* Wesleyan University Press, 2008.
2. Louise Erdrich, *The Plague of Doves*, Harper Collins, 2008.
3. Philip K. Dick, *Do Androids Dream of Electric Sheep?* 1968, rpt. New York: Del Rey, 1996.

Note: Jacques Roumain, *Masters of the Dew*, 1944, trans. Langston Hughes and John Mercer 1947, rpt. Oxford: Heinemann, 1978. Roumain's *Masters of the Dew* is out of print, but the library has digitized its (only) copy of this novel for us. If you would like to read a physical copy, you may have luck finding a used copy in one of Ottawa's second-hand bookstores or through an online bookseller. (And if you can read the novel in the original French, look for a French-language edition!)

5. WEEKLY TOPICS AND READINGS

Week 1, Thursday September 5: Introduction

No assigned reading other than the course outline

Part I: Directions and Dead Ends in the 'Law and Literature' Movement

Week 2, Thursday September 12: The History, Theory, and Praxis of 'Law & Literature'

Required reading:

Benjamin N. Cardozo, "Law and Literature," *Yale Review*, Vol. 14, 1925, pp. 699–718.

Charles A. Reich, "Toward the Humanistic Study of Law," *Yale Law Journal*, Vol. 74, No. 8, 1965, pp. 1402–1408.

Guyora Binder and Robert Weisberg, *Literary Criticisms of Law*, Princeton University Press, 2000, pp. 3–27.

Julie Stone Peters, "Law, Literature, and the Vanishing Real: On the Future of an Interdisciplinary Illusion," *PMLA*, Vol. 120, No. 2, 2005, pp. 442–453.

Further reading:

Austin Sarat, Matthew Anderson, Catherine O. Frank, "Introduction: On the Origins and Prospects of the Humanistic Study of Law," *Law and the Humanities: An Introduction*, Cambridge: Cambridge University Press, 2009, pp. 1–46.

Kieran Dolin, *A Critical Introduction to Law and Literature*, Cambridge University Press, 2007.

Richard Posner, "Critical Introduction" and "Law and Literature: A Manifesto," *Law and Literature*, 3rd edition, Harvard University Press, 2009, pp. 1–17, 545–550.

Ian Ward, "Law and literature: a continuing debate," *Law and Literature: Possibilities and Perspectives*, Cambridge University Press, 1995, pp. 3–27.

Richard Weisberg, *The Failure of the Word*, Yale University Press, 1984.

Richard Weisberg, *Poethics and Other Strategies of Law and Literature*, Columbia University Press, 1992.

Robin West, "Communities, Texts, and Law: Reflections on the Law and Literature Movement," *Yale Journal of Law and the Humanities*, Vol. 1, 1988, pp. 129–156.

Robin West, "Law, Literature, and the Celebration of Authority," [Review of the first edition of Posner's *Law and Literature*], *Northwestern University Law Review*, Vol. 83, 1989, pp. 977–1011.

James Boyd White, *The Legal Imagination: Abridged Edition*, 1973, rpt. University of Chicago Press, 1985.

James Boyd White, "What Can a Lawyer Learn From Literature?" [Review of the first edition of Posner's *Law and Literature*], *Harvard Law Review* No. 102, 1989, pp. 2014–47.

James Boyd White, "The Cultural Background of *The Legal Imagination*," in *Teaching Law and Literature*, edited by Austin Sarat, Catherine O. Frank, and Matthew Anderson, New York: Modern Language Association of America, 2011, pp. 29–39.

Week 3, Thursday September 19: More Recent Approaches to Law and Literature

Required reading:

Elizabeth S. Anker, "Globalizing Law and Literature" in Elizabeth S. Anker, and Bernadette Meyler (eds), *New Directions in Law and Literature* (New York: OUP, 2017), pp. 210–226.

Caleb Smith, 'Who Wouldn't Want to Be a Person? Histories of the Present in Law and Literature', in Elizabeth S. Anker, and Bernadette Meyler (eds), *New Directions in Law and Literature* (New York: OUP, 2017), pp. 46–58.

Joseph Slaughter, "Enabling Fictions and Novel Subjects: The 'Bildungsroman' and International Human Rights Law," *PMLA*, Vol. 121, No. 5 (2006), pp. 1405–23.

Further reading:

Leo Robson, "Jameson After Post-Critique," *New Left Review*. No. 144, (2023): 111–132.

Joseph Slaughter, *Human Rights, Inc.: The World Novel, Narrative Form, and International Law*, Fordham University Press, 2007.

Week 4, Thursday September 26: A one-week crash course in Marxist cultural and literary theory

Required reading (read in the order listed below):

Karl Marx, "Preface to *A Critique of Political Economy*," 1859, *Karl Marx: Selected Writings*, ed. David McLellan, Oxford University Press, 2000, pp. 424–428.

Raymond Williams, "Base and Superstructure in Marxist Cultural Theory," *New Left Review*, Vol. 1, No. 82, Nov/Dec, 1973, pp. 3–16.

Fredric Jameson, "Reification and Utopia in Mass Culture." *Social Text*, Vol. 1, No. 1, 1979, pp. 130–148.

Further reading:

Theodor Adorno and Max Horkheimer, "The Culture Industry: Enlightenment as Mass Deception," 1944, abridged version in: *The Cultural Studies Reader*, edited by Simon During, New York, Routledge, 1999, pp. 31–41.

Louis Althusser, "Contradiction and Overdetermination," 1965 in: Louis Althusser, *For Marx*, trans. Ben Brewster, London: Verso, 2007, pp. 87–128.

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester University Press, 4th ed. 2017, pp. 159–174, 184–193. [Chapter on Marxism and section on Cultural Materialism.]

Pierre Bourdieu, "Distinction and the Aristocracy of Culture," 1984, abridged version in: *Cultural Theory and Popular Culture: A Reader*, 3rd ed., edited by John Storey, Harlow, Pearson International Limited, 2006, pp. 466–476.

William C. Dowling, *Jameson, Althusser, Marx: An Introduction to The Political Unconscious*, Ithaca, New York: Cornell University Press, 1984.

Terry Eagleton, *Marxism and Literary Criticism*, Routledge, 2002.

Antonio Gramsci, "Hegemony, Intellectuals, and the State," abridged version in: *Cultural Theory and Popular Culture: A Reader*, 3rd ed., edited by John Storer, Harlow, Pearson International Limited, 2006, pp. 85–91.

Fredric Jameson, *The Political Unconscious: Narrative as a Socially Symbolic Act*, Ithaca, New York: Cornell University Press, 1981. [Chapter 1 is the key chapter; it is however undoubtedly challenging reading; I recommend approaching it via Dowling's introduction, listed above.]

Week 5, Thursday October 3: *Combined and Uneven Development: Towards a New Theory of a re-worlded Law and Literature?*

Required reading:

WReC: Warwick Research Collective, *Combined and Uneven Development: Towards a New Theory of World-Literature*, Liverpool University Press, 2015, pp. 1–80.

Barbara Harlow, et al. "First Responses," *Comparative Literature Studies*, vol. 53 no. 3, 2016, pp. 505–534.

WReC: Warwick Research Collective, "WReC's Reply," *Comparative Literature Studies*, vol. 53 no. 3, 2016, pp. 535–550.

Further reading:

Fredric Jameson, "Third-World Literature in the Era of Multinational Capitalism," *Social Text*, No. 15, 1986, pp. 65–88.

Neil Lazarus, "Fredric Jameson on Third-World Literature: A Defence," *The Postcolonial Unconscious*, Cambridge University Press, 2011, pp. 89–113.

Franco Moretti, "Conjectures on World Literature," *New Left Review*, 1, 2000, pp. 54–68.

Week 6, Thursday October 10: After WReC: *Tracking Capital*

Required reading:

Sharae Deckard, Michael Niblett, and Stephen Shapiro, *Tracking Capital: World-Systems, World-Ecology, World-Culture*, (Albany, NY: SUNY Press, 2024).

Part II: Experimental Readings in ‘Law and Literature’

In Part II of the course, the goal throughout is to actuate a materialist and worldly Law and Literature. The method takes the form of a series of experiments in the study of cultural dynamics arranged via the assigned readings. This pedagogical goal requires as a contingent, prior step the development of a self-critical awareness that makes visible, as objects or obstacles, the interpretative schemes that we ordinarily and unconsciously bring to our reading of cultural and scholarly materials. Further, while the primary materials assigned in Part II include legal texts, creative responses to legal texts, and other materials that are transparently “about law,” some of the assigned materials are not in fact ‘about law’ on the surface. However, these materials enable consideration of how law can be rendered ideologically invisible, exists in the substratum of the cultural imaginary, and can either foster or constrain our ability to envision emancipatory horizons. Our interpretative method will therefore test the value of a surface/depth mode of critique (a quintessential characteristic of Marxian – and psychoanalytic – modes of interpretation). The materialist interpretations that we will strive to collectively generate will draw on a variety of secondary readings and will be considered in relation to other approaches that have gained currency in the field of Law and Literature.

Week 7, Thursday October 17: The Haitian Constitution of 1805, Law’s Transformative Potential, and the Contradictions of Modernity

Required reading:

The 1805 Imperial Constitution of Haiti in: Laurent Dubois & John D. Garrigus, *Slave Revolution in the Caribbean, 1789–1804: A Brief History with Documents*, Boston & New York: Bedford-St. Martin’s, 2006, pp. 191–96.

[The 1805 Imperial Constitution of Haiti is available in the original French in *Documents constitutionnels d’Haïti, 1790–1860* edited by Laurent Dubois, Julia Gaffield, and Michel Acacia, (Berlin / Boston: De Gruyter, 2013), pp. 63–69. It is also available online: https://haitidoi.com/constitutions/1805-2/#_ednref1]

Philip Kaisary, “The Haitian Constitution of 1805, Law’s Transformative Potential, and the Contradictions of Modernity.” PDF to be provided.

Required viewing:

Sujewa Ekanayake (dir.) *Egalité for All: Toussaint Louverture and the Haitian Revolution*, PBS, 2009.

Further reading:

Sibylle Fischer, “Foundational Fictions: Postrevolutionary Constitutions I” and “Liberty and Reason of State: Postrevolutionary Constitutions II” in: *Modernity Disavowed: Haiti and the Cultures of Slavery*, (Duke University Press, 2004, pp. 227–244, 260–271.

C.L.R. James, *The Black Jacobins*, 1938, 2nd ed. rev. 1963, rpt. New York: Vintage, 1989.

*** Fall break: October 21–25 ***

Week 8, Thursday October 31: The Legal and Cultural Afterlives of the *Zong* Massacre

Required reading / viewing:

M. NourbeSe Philip, *Zong!* Wesleyan University Press, 2008.

Gregson v Gilbert, 1783, 3 Doug. KB 232.

J.M.W. Turner, “Slavers throwing overboard the Dead and Dying, Typhon coming on.” (“The Slave Ship”) 1840. Oil on canvas. Museum of Fine Arts, Boston.

Marcus Wood, *Blind Memory: Visual Representations of slavery in England and America 1780–1865*, Manchester University Press, 2000, pp. 41–77

Week 9, Thursday November 7: Jacques Roumain, *Masters of the Dew*

Required reading:

Jacques Roumain, *Masters of the Dew*, 1944, trans. Langston Hughes and John Mercer 1947, rpt. Oxford: Heinemann, 1978.

Philip Kaisary, “On the Quest for a Future Post-Capitalist, Socialist Modernity in Jacques Roumain’s *Gouverneurs de la rosée*.” PDF to be provided.

Week 10, Thursday November 14: Louise Erdrich, *The Plague of Doves*

Required reading:

Louise Erdrich, *The Plague of Doves*, New York: Harper Collins, 2008.

Further reading:

Louise Erdrich, *The Round House*, New York: Harper Collins, 2012.

Louise Erdrich, *LaRose*, New York: Harper Collins, 2016.

Connie A. Jacobs and Nancy J. Peterson (eds.), *Louise Erdrich’s Justice Trilogy: Cultural and Critical Contexts*, American Indian Studies Series, East Lansing: Michigan State University Press, 2021.

Week 11, Thursday November 21: Sci-Fi Jurisprudence: *Do Androids Dream of Electric Sheep?* and *Blade Runner*

Required reading / viewing:

Philip K. Dick, *Do Androids Dream of Electric Sheep?* 1968, rpt. New York: Del Rey, 1996.

Ridley Scott (dir.), *Blade Runner: The Final Cut*, 2007, United States.

Wae Chee Dimock, "Science Fiction As A World Tribunal," in *Law and Popular Culture: Current Legal Issues: Volume 7*, edited by Michael Freeman, Oxford: Oxford University Press, 2004, pp. 520–533.

Further reading:

Scott Bukatman, *Blade Runner*, 2nd ed., London: BFI / Palgrave Macmillan, 2012.

Peter J. Hutchings, "From Offworld Colonies to Migration Zones: *Blade Runner* and the Fractured Subject of Jurisprudence," *Law, Culture and the Humanities*, Vol. 3, No. 3, 2007, pp. 381–397.

Judith B. Kerman, "Technology and Politics in the *Blade Runner* dystopia," in *Retrofitting Blade Runner: Issues in Ridley Scott's Blade Runner and Philip K. Dick's Do Androids Dream of Electric Sheep*, edited by Judith B. Kerman, Bowling Green University Press, 1997, pp. 16–24.

Tama Leaver, "Post-Humanism and Ecocide in William Gibson's *Neuromancer* and Ridley Scott's *Blade Runner*," *The Cyberpunk Project* (1997).
http://cyberpunk.asia/cp_project.php?txt=180

Week 12, Thursday November 28: Alice Diop film TBC

Required reading / viewing:

Alice Diop (dir.) film TBC.

Thomas Austin, reading TBC. PDF to be provided. Thomas Austin will also be delivering a guest seminar on the work of Alice Diop on December 4 via Zoom. All students on this course are invited to attend.

UNIVERSITY AND DEPARTMENTAL POLICIES

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>

- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

The following statement must be included in your course outline:

“Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).”

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

Pregnancy Obligation and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit:

<https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).