

Course Outline

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<b>COURSE:</b>	<b>LAWS 1001B – Introduction to Legal Studies 1</b>
<b>TERM:</b>	<b>Fall 2023</b>
<b>PREREQUISITES:</b>	<b>N/A</b>
<b>LECTURES:</b>	<b>Day &amp; Time: Mondays 2:35pm to 4:25pm</b> <b>Room: Please check Carleton Central for current room location</b> This course will be delivered in-person and includes a weekly lecture as well as in-person tutorials almost every week.
<b>TUTORIALS:</b>	<b>Day &amp; Time: Check your course timetable on Carleton Central to confirm the time and location of the tutorial session in which you are registered)</b> <b>Room:</b> Tutorials in this course will be delivered in-person. Attendance at in-class tutorials is both expected and evaluated as part of the course evaluation.
<b>INSTRUCTOR:</b>	<b>Dr. Vincent Kazmierski</b>
<b>CONTACT:</b>	<b>Office: Loeb D599</b> <b>Office Hrs: Via Zoom by appointment. In-person meetings may also be requested</b> <b>Telephone: 613-520-2600 x. 3673</b> <b>Email: vincent.kazmierski@carleton.ca</b>

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## Welcome to LAWS 1001B – Introduction to Legal Studies 1

I am looking forward to seeing you all in class. Please read this course outline carefully.

### COURSE DESCRIPTION – ACADEMIC CALENDAR

Introduction to legal studies: concepts, sources, nature and functions of law; historical, cultural and constitutional foundations of Canadian legal system; common and civil law traditions; statutory interpretation; precedent; legal institutions; frameworks for analyzing formal and informal conceptions of law and its role in society.

## **COURSE DESCRIPTION – ADDITIONAL INFORMATION FROM PROFESSOR K**

This course is designed to provide an introduction to the field of Canadian legal studies. As such, it has two main objectives. A first objective is to provide a basic knowledge of the formal foundations of law and the legal system in Canada. Students will learn about the sources of formal law in Canada, the structure and function of legal institutions, and the law-making process. As well, students will be introduced to important areas of substantive law (such as constitutional law and human rights law). A second objective of the course is to provide students with the tools to begin to think critically about the law and our legal system. Students will be introduced to various theoretical perspectives concerning what law is, how law is “made”, how we experience law, the role of law in shaping relationships between individuals and groups as well as relations between the state and society. The ways in which the law may be manipulated to serve particular societal interests will also be considered. Ultimately, students will consider the role that law plays in either advancing or inhibiting social justice and social change.

### **REQUIRED TEXTS            Texts Available at the Carleton University Bookstore**

1. B. Wright, Vincent Kazmierski, Betina Kuzmarov and Rebecca Bromwich, *Looking at Law: Canada’s Legal System*, 7<sup>th</sup> ed. (Toronto: Lexis-Nexis, 2019). ISBN: 978-0-43349-892-6
2. Stephen Tasson, Rebecca Bromwich, Jane Dickson, Vincent Kazmierski, Bettina Appel Kuzmarov, Sébastien Malette, Umut Öszu (eds.), *Introduction to Legal Studies: Foundations and Rights Protection* (vol.1) Canadian Legal Studies Series (Concord: Captus Press, 2019); ISBN 978-1- 55322-375-7.

**IT IS IMPORTANT THAT YOU BUY THE CORRECT EDITION OF THE ABOVE TEXTS AS THE NEW EDITIONS HAVE SIGNIFICANT CONTENT CHANGES COMPARED TO OLDER EDITIONS**

### **LEARNING OBJECTIVES**

Upon successful completion of the course, students should be able to:

- Identify and explain several different theoretical frameworks that can be used to examine the different forms and roles of law within Canadian society, including both formal and informal conceptions of “law”;
- Recognize, explain and critically evaluate the formal process of legal rulemaking, including the legislative process and judicial decision making;
- Recognize, explain and critically evaluate a cross-section of the formal legal rules and frameworks that directly affect the lives of Canadians;
- Recognize and critically evaluate the ways in which both formal and informal “law” may be used to affect the distribution of power in society and recognize different ways of assessing the relationship between law and justice and between law and social change.

## **HOW WE WILL WORK TOGETHER TO ACHIEVE THE COURSE LEARNING OBJECTIVES**

Learning is a dynamic enterprise that requires active participation of both the instructor and the student. Thus, your ability to achieve the learning objectives for this course will depend on both of us working towards that goal. To that end, I have prepared the following summary of our respective responsibilities in this course:

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;
- Maintain regular office hours (or reasonable appointments) for those students who wish to meet with me in person;
- Respond to electronic communication in a timely manner (usually within one business day – this means that I don't typically respond to emails on weekends)
- 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 your assignments are marked in a timely manner (usually within two weeks if possible) and that you receive meaningful feedback where appropriate; and
- Seek appropriate feedback about the course and its content and reflect and act upon 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 before class whenever possible;
- Attend class regularly and minimize distractions in class (such as watching YouTube videos or updating social media) to maximize your ability to interact and engage with the material, fellow students and the instructor;
- Ensure that your interactions with other students and the instructor are respectful and tolerant of opposing views, different ways of learning or participating;
- Ask questions (in person, or electronically) 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 presentations);
- Ensure that all the work that you submit for evaluation is your own work and that you provide proper attribution (footnotes etc.) to identify where you have appropriately 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; and
- Take responsibility for your own education by taking your courses seriously and devoting the time and energy required to succeed.

### **EVALUATION PROCEDURES AND DEADLINES**

*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.*

There are five formal evaluation components in this course –one multiple-choice quiz, two assignments, one multiple-choice exam, and attendance/participation in tutorials.

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| <b>10% - Quiz</b>                                  | <b>Held in-person on October 16<sup>th</sup> in your tutorial rooms.</b> This quiz will consist of multiple-choice questions. All students must attend the October 16 <sup>th</sup> tutorial to complete this quiz (unless they have an official accommodation issued by the PMC to complete the quiz in the McIntyre Exam Center) |
| <b>20% - Assignment 1</b>                          | <b>due Oct. 27, 2023 at noon – submitted through Brightspace</b><br>Details about the assignment will be posted on Brightspace   |
| <b>25% - Assignment 2</b>                          | <b>due Dec. 1, 2023 at noon– submitted through Brightspace</b><br>Details about the assignment will be posted on Brightspace.  |
| <b>30% - Final Exam</b>                            | <b>The final exam will take place during the formal examination period.</b><br>The exam will consist of multiple-choice questions.   |
| <b>15% - Tutorial Attendance and Participation</b> | <b>Tutorials are held according to the schedule posted on Brightspace.</b> Students are required to attend all tutorials offered. The mark awarded assesses both attendance and participation in the tutorial.   |

**Note: There will be no make-up assignments or “grade-booster” assignments in this course.** Deferrals will not be granted unless all assignments have been handed in.

### **EXTENSION REQUESTS AND LATE ASSIGNMENT PENALTIES:**

Late assignments will be penalized five percent for each day submitted after the due date (including week-end days).

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to Professor Kazmierski prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

**Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

Extensions will NOT be granted for computer problems of any kind. I strongly encourage you to back up your work as you go along: email a draft to yourself whenever you finish a segment of work on it or copy it to a USB thumb-drive or an external hard drive.

Competing workloads in other courses is not a sufficient reason for an extension. Work schedule or family schedule conflicts are not sufficient reasons for an extension.

### **APPEALING GRADES ON ASSIGNMENTS:**

Students who have questions about the grade they receive on an assignment or who wish to challenge the grade must first contact the T.A. who marked the assignment within one week of receiving the marked assignment. Students must provide their T.A. with a written summary of the specific elements of the marking they wish to question or challenge. The instructor will not entertain appeals of grades that have not been discussed first with the T.A. who marked the assignment.

### **LECTURE SCHEDULE AND READINGS**

A list of lecture topics and assigned readings will be posted on the course Brightspace page at the beginning of the semester. I highly recommend that students complete the assigned readings prior to each week’s lecture. My lectures will identify important issues raised in the readings, but will not simply repeat material in the readings. In addition, I introduce material not covered by the readings in my lectures. Students are encouraged to take detailed notes during lectures.

## **TUTORIALS**

Attendance at tutorials is MANDATORY. In fact, attendance and participation in tutorials is assigned marks in this course (see above). Tutorials will be used to teach skills necessary for effectively completing the assignments as well as to deal with the substance of the course. Each tutorial group will consist of about 30 students and will be led by a designated Teaching Assistant (T.A.). Assignments will be marked by the T.A. in charge of the student's designated tutorial. Office hours and email addresses for T.A.s will be posted on Brightspace.

## **BRIGHTSPACE:**

The course Brightspace page will be the primary method of electronic communication with students outside of class. It will be used to post marks, to post announcements, to host email communications and electronic discussion boards. Students should make sure that they sign-on to Brightspace in the first week of classes and should check the Brightspace page for this course on a weekly basis.

## **A FEW ADDITIONAL GUIDELINES AND SUGGESTIONS:**

- Lectures in this course are designed to complement the texts, not just repeat the same material. As such, it is important to both attend lectures and complete the readings. Students who only complete the readings, but do not attend lectures and tutorials will find it very difficult to do well in this course. Material covered in lectures will be tested in the exams.
- Lectures will be designed to accommodate questions and discussion in class. Feel free to ask questions during the course of lectures. Please remember, however, that questions, comments and discussion in class must remain respectful of the other members of the class.
- This class has hundreds of students in it. As a result, it is very important that students do not engage in disruptive behaviour during lectures. Please refrain from engaging with social media, computer games or videos during the lecture.
- Students who keep informed of what's happening in the news will get more out of the content discussed in lectures and readings. The material covered in Laws 1001 will be reflected on a weekly basis in the news.
- If you are having trouble understanding the material in the course, speak to your T.A. or the instructor sooner rather than later. We are here to help you learn.
- Another important resource for helping you understand the course is our PASS facilitator. The PASS facilitator is an upper year student who has already taken the course and can help you with strategies to do well in the course. The facilitator's contact information will be posted on Brightspace.

- Students having difficulty with writing assignments should check-out the many resources available on campus to help students succeed. For a guide to these services check out the Center for Student Academic Support (CSAS) website at:  
<http://carleton.ca/csas/>
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**Please let me know if you have any questions about this course outline. See you in class!**

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## University and Departmental Policies and Resources

### DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

### 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.
- **Please note that you cannot submit work in this course that is substantially similar to work that you have submitted for assessment in another course unless you have the explicit written permission of Professor Kazmierski.**

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.

## **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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form can be found at:

<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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 will be provided to students who compete or perform at the national or international level. 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. <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/>.

### **Student Mental Health Resources**

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.

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**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/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>