

Course Outline

COURSE:	LAWS 4503B - Law, Disability and Society
TERM:	WINTER 2024
PREREQUISITES:	LAWS 2908 and Fourth-year Honours standing
CLASS:	Day & Time: Tuesdays 2:35pm to 5:25pm Room: Please check with Carleton Central for current room location This course will be delivered in-person. Attendance at in-class seminars is both expected and assessed as part of the course evaluation.
INSTRUCTOR:	Dr. Vincent Kazmierski
CONTACT:	Office Hrs: Via Zoom by appointment. In-person meetings may also be requested Telephone: 613-520-2600 x8297 Email: vincent.kazmierski@carleton.ca

Welcome to LAWS 4503B – Law, Disability and Society!

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

COURSE DESCRIPTION – ACADEMIC CALENDAR

Exploration of the ways in which law promotes or hinders the inclusion of disabled persons in society. Consideration of different theories of 'disability' and the creation of barriers faced by disabled persons. Topics may include barriers affecting education, employment, transportation, benefits, and life/death decisions.

COURSE DESCRIPTION - ADDITIONAL INFORMATION FROM PROFESSOR K

This course will explore the ways in which law promotes or hinders the inclusion of disabled persons in society. It will start by considering a number of different theoretical conceptions of, and reactions to, 'disability'. The course will then consider the ways in which legal rules have impacted (for better or worse) the everyday experiences of disabled persons in several different areas of life,

including education, work, transportation, access to benefits and services, and life/death decisions.

LEARNING OBJECTIVES

- Please see the learning objectives listed at the end of the course outline

REQUIRED READINGS

There is no required textbook for this seminar. Instead, required readings will be available through the Brightspace page for this course. Additional readings may be added throughout the term as our discussions of the topics in the course evolve.

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 FOUR formal evaluation components in this course.

20% - Attendance and Participation – evaluated on a weekly basis.

This course is designed as a seminar not a lecture. As such, the success of the class is dependent on students coming to class having read the required readings and being ready to engage in thoughtful discussion during the class. You will be marked on both attendance and participation.

26% - Journal Entries – submitted through cuPortfolio/Brightspace

Students must submit **2 journal entries out of 3** (each worth 13%)

Journal Entry 1 due January 31, 2024 at noon (wk 4)

- All students must complete Journal Entry 1.

Journal Entry 2 due February 28, 2024 at noon (wk 7)

Journal Entry 3 due March 20, 2024 at noon (wk 10)

Each journal entry will consist of either a photo or brief video or recorded audio clip and an explanation of how the particular photo/video/audio recording demonstrates the way in which the law either promotes or inhibits the inclusion of persons with disabilities within society. Students will have to identify and explain the relevant legal framework and link the discussion to an academic article we discuss in class. More information concerning the Journal Entries and using cuPortfolio will be provided at the beginning of the term.

20% - Paper Proposal Due March 6, 2024 at noon (wk 8) – submitted through Brightspace

Students must submit a proposal (3 to 5 pages long) identifying the topic they wish to explore in their final paper, the scope of the paper and the theoretical framework for the paper. (More details to be provided during the term).

34% - Final Paper Due April 10, 2024 at noon

Students will submit an essay (approx. 20 pages) that addresses the way in which law either promotes or inhibits the inclusion of disabled persons in one of the areas of life covered in the course (Education, Work, Access to Benefits, Access to Services/Transportation, Immigration and Life and Death Decisions). The essay may take one of two forms:

a) a law reform analysis that examines formal legal rules and identifies the benefits and detriments of an existing legal framework and provides a set of proposals for reforming the existing framework; or

b) an essay that attempts to illustrate the everyday experience of disabled persons in a particular area of life covered in the course (Education, Work, Access to Benefits, Access to Services/Transportation, Immigration and Life and Death Decisions) using a Legal Consciousness framework.

More details about the final projects will be provided during the term.

EXTENSIONS

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 5 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

Extensions for longer than 5 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 5 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.

WEEKLY SEMINAR SCHEDULE AND READINGS

A list of weekly seminar topics and assigned readings will be posted on the course Brightspace page at the beginning of the semester. Students will be expected to complete the readings prior to each week's seminar and to come to class prepared to discuss the readings.

BRIGHTSPACE:

Brightspace will be the primary method of electronic communication with students outside of class. It will be used to post and submit assignments, 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.

COURSE LEARNING OBJECTIVES/OUTCOMES

(Compared to Honours Program Learning Objectives)

<p style="text-align: center;">Law and Legal Studies BA Honours Learning Outcomes</p> <p>Students who have completed a BA Law Honours can:</p>	<p style="text-align: center;">Learning Outcomes for Laws 4503</p> <p>Students who have successfully completed LAWS 4503 should:</p>
<p>1. In their role as citizens engaging with the legal system, articulate the historical dimensions, fundamental values, purposes, strengths and weaknesses of the Canadian legal system.</p>	<p>1. In their role as citizens engaging with the legal system, articulate the historical dimensions, fundamental values, purposes, strengths and weaknesses of the Canadian legal system as it applies to the concept of disability and the barriers faced by disabled persons in society.</p>
<p>2. Employ a sophisticated vocabulary to differentiate and explain the interactions among major categories of law and legal systems such as public law, private law, criminal law, international and transnational law and human rights law.</p>	<p>2. Employ a sophisticated vocabulary to differentiate and explain the interactions among major categories of law and legal systems such as international law, constitutional law, public law, private law, and human rights law.</p>
<p>3. Evaluate/assess how law contributes to producing and helping to resolve social, political, economic and other problems.</p>	<p>3. Evaluate/assess how law contributes to producing and helping to address the barriers faced by disabled persons in Canadian society.</p>

<p>4. Communicate ideas and analysis about the legal dimensions of social problems to a variety of audiences in oral, written and visual forms.</p>	<p>4. Clearly communicate ideas and analysis about the legal dimensions of discrimination against persons with disabilities to a variety of audiences in oral and written forms.</p>
<p>5. Conceptualize, develop, and execute research about legal and policy issues, including delimiting problems, finding relevant primary and secondary legal materials, using those materials to analyze the problem from a theoretically informed and interdisciplinary perspective, and generating conclusions and recommendations.</p>	<p>5. Conceptualize, develop, and execute research about legal and policy issues related to the barriers faced by disabled persons in society, including delimiting problems, finding relevant primary and secondary legal materials, using those materials to analyze the problem from a theoretically informed and interdisciplinary perspective, and generating conclusions and recommendations.</p>
<p>6. Mobilize their own justice orientation in order to recognize how law applies differently to different communities, groups, institutions, and individuals and to recognize the contingency of legal rules and the ambiguity and uncertainty of law.</p>	<p>6. Mobilize their own justice orientation in order to recognize how law applies differently to different communities, groups, institutions, and individuals and to recognize the contingency of legal rules and the ambiguity and uncertainty of law, particularly with respect to the barriers faced by disabled persons in society.</p>
<p>7. Will have developed a sense of academic integrity, responsibility and a capacity for autonomous and collaborative action that will enable them to begin careers in the public, private and not-for-profit sectors or to pursue professional studies in law or graduate studies in legal studies or other related fields.</p>	<p>7. Will have developed a sense of academic integrity, responsibility and a capacity for autonomous and collaborative action (including the capacity to meet deadlines and expectations concerning quality of work) that will enable them to begin careers in the public, private and not-for-profit sectors or to pursue professional studies in law or graduate studies in legal studies or other related fields.</p>

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 outline 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) 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 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 (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 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 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 devoting the time and energy required to succeed in this course.

Please let me know if you have any questions about the information contained in this outline. See you in class!

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, research findings, or arguments without appropriate acknowledgement;
- failing to acknowledge sources with 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 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 [click here](#).

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, 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.

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>