

Course Outline

COURSE:	LAWS 4904B – Advanced Legal Topics: Law, Disability and Society
TERM:	Winter 2018
PREREQUISITES:	Fourth-year Honours standing
CLASS:	Day & Time: Wednesdays 8:35am to 11:25am Room: Southam Hall 303
INSTRUCTOR: (CONTRACT)	Dr. Vincent Kazmierski
CONTACT:	Office: Loeb D486 Office Hrs: Thursdays 1-3pm (or by appointment) Telephone: 613-520-2600 x8297 Email: vincent.kazmierski@carleton.ca

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/>

Welcome to LAWS 4904B – Law, Disability and Society!

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

COURSE DESCRIPTION

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 a number of different areas of life, including education, work, transportation, access to benefits and services, and life/death decisions.

LEARNING OBJECTIVES

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

- identify and explain several different theoretical perspectives addressing the ways in which 'disability' is understood and addressed within society, particularly the social model of disability;
- recognize and explain a cross-section of the legal rules and frameworks that directly address the issue of disability in Canada;
- articulate the ways in which the daily lives of persons with disabilities may be impacted by legal rules and frameworks (for better or worse); and
- evaluate the effectiveness of a variety of legal rules and frameworks in facilitating the inclusion of persons with disabilities within Canadian society.

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 to work towards that goal. To that end, I have drafted 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 so as 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 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.

REQUIRED READINGS

There is no required text book for this seminar. Instead, required readings will be available through the cuLearn 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.

20% - Journal Entries – submitted through cuPortfolio

Students must submit **2 journal entries out of 3** (each worth 10%)

Journal Entry 1 due Feb 1, 2018 (week 4)

Journal Entry 2 due Feb 15, 2018 (week 6)

Journal Entry 3 due March 22, 2018 (week 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% - Project Proposal Due March 1, 2018 – submitted through cuLearn (week 7)

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

40% - Final Project/Paper Due April 11, 2018

Students will submit a written paper (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 Services/Transportation/Life and Death Decisions). The project may take one of two forms:

a) a law reform project 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) a project that attempts to illustrate the everyday experience of disabled persons in a particular area of life covered in the course (Education/Work/Access to Services/Life and Death Decisions) using a Legal Consciousness framework.

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

EXTENSIONS

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 course Instructor prior to the assignment deadline.

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.

A cold or the flu is not a sufficient reason for an extension.

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 cuLearn 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.

CULEARN:

cuLearn 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 cuLearn in the first week of classes and should check the cuLearn page for this course on a weekly basis.

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