

**Carleton University
Department of Law and Legal Studies
Course Outline**

COURSE:	LAWS 3001 A – Women and the Legal Process https://brightspace.carleton.ca/d2l/home/285156
TERM:	WINTER 2025
PREREQUISITES:	1.0 credit in LAWS at the 2000 level
CLASS SCHEDULE & ROOM:	Thursdays 2:35-5:25 PM - in person Please check Carleton Central for room location.
INSTRUCTOR: (CONTRACT)	Tasha Stansbury (she/her)
CONTACT:	Office Hrs: Virtually by appointment Email: TashaStansbury@cunet.carleton.ca
TA:	Lauren Mathieson Email: LAURENMATHIESON@cmail.carleton.ca

CALENDAR COURSE DESCRIPTION

How the legal process has affected the status of women. Areas of concentration within the Canadian context include the criminal law, citizenship and immigration, education, employment, and welfare and social services.

COURSE DESCRIPTION

This course introduces students to key issues, theories and debates concerning gender, feminism and the law, primarily in Canada. Approaching law as both a site of regulation and constraint, as well as a tool for feminist practice, the course examines topics ranging from policing, incarceration, employment and immigration, to questions of consent, sexuality and obscenity.

REQUIRED TEXTS

Students are not required to purchase any material for this class. All articles, cases and other materials can be found either on Brightspace, as an eBook at the library or online (see course schedule below for details).

LEARNING OUTCOMES

By the end of the course, students will be able to explain key issues, theories, and debates related to gender, feminism, and the law. They will understand and be able to critically analyze ways in which gender and the law interact, and be able to place those interactions in the context of the historical development of legal systems. They will also begin to develop an understanding of their own relationship with the law and legal systems, whether as a subject or an object (or both).

COURSE EXPECTATIONS

This course deals with difficult and potentially triggering content including sexual assault, violence, and various forms of violence and discrimination. I will do my best to ensure that these topics are broached with sensitivity, fairness, and justice. However, if you feel that you need to step out of the classroom during a discussion or presentation that is difficult for you, please feel free to do so.

This course also deals directly with topics related to sex and sexuality, including (but not limited to) nudity, pornography, and queer sex. I expect students to engage with these topics with maturity and respect.

There is no room for racist, sexist, homophobic, transphobic, ableist, or otherwise discriminatory behaviour in this class. “Debates” about individuals’ identities or group rights will not occur. We can hold discussions, ask questions, and even challenge each others’ views, without being disrespectful. Please remember that people are coming to this class from a wide variety of experiences and identities. If you have an issue with something that is brought up in class, please contact me directly.

MASKING AND ILLNESS POLICY

I am immunocompromised. This means that I am susceptible to illness and am at risk of suffering long-term symptoms if I contract serious illnesses, such as (and especially) Covid-19. I generally do not wear a mask while lecturing to ensure maximum clarity, but will be masking for any conversations held in close quarters, and at any time that I am not actively lecturing.

I will not enforce a masking policy, but I would greatly appreciate students masking in class, and I will ask you to put on a mask if I notice you exhibiting symptoms of illness while not wearing a mask. Severe symptoms and/or refusal to wear a mask may result in my asking you to leave class. If you are ill, I would prefer that you not come to class, and let me know via email.

I will bring masks to class in case for anyone who wishes to wear one but forgets to bring one.

While I understand that masking is not everyone’s preference, I simply cannot risk becoming ill again while my immune system works to recover its pre-pandemic strength. Thank you for understanding.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

This course has assignment deadlines for two reasons: (1) fairness to everyone, and (2) we want to be able to stay on track. That being said, I recognize that meeting all deadlines might not be possible for everyone and as such, some flexibility is required.

All I ask is that if you find yourself falling behind, please just keep me in the loop. If you are dealing with circumstances (medical or otherwise) that prevent you from dedicating the usual amount of time to this class and you require an extension on any of the assignments, please let me know. I know that university is stressful. That being said, it is challenging for me to help you when I don't know what is going on. This does not mean you have to divulge all personal information – you can share what you're comfortable with. But the sooner I know that we need to figure out a reasonably adjusted game plan that enables you to complete all course requirements, the better.

Contact your instructor(s) as soon as possible to discuss academic considerations. If it is determined that you must submit a request form, you can apply for long term academic consideration for course work by submitting the [Long Term Academic Consideration Request Form](#).

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

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 quotation 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.

**POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE,
PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF
USING GENERATIVE AI**

Permissibility of Submitting Substantially the Same Piece of Work for Academic Credit

Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria. Submitting work without clear acknowledgment of reused material will be considered a violation of academic integrity.

Cooperation or Collaboration

Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

Use of Generative Artificial Intelligence (AI) Tools

The use of generative AI programs such as ChatGPT is not permitted for this class.

The use of AI tools, such as ChatGPT, to produce any part of an assignment or test is strictly forbidden. Any use of AI for content creation, even for small edits, will result in an automatic grade of 0, and the student will be referred to the academic integrity office for disciplinary action.

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://wellness.carleton.ca/get-help-now/>

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

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](#).

EVALUATION

Type of Assignment	Weighting	Due Date
Attendance/Participation - Weekly Attendance - Weekly Participation	15% - 5% - 10%	Ongoing Ongoing
Introductory Message	5%	January 16
Group Presentation - Presentation - Individual Reflection	15% - 10% - 5%	TBD 1 week after presentation
In-class reflections - Reflection 1 - Reflection 2	30% - 15% - 15%	January 23 April 2
Take-Home Exam	35%	April 26

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.

ATTENDANCE/PARTICIPATION (15%)

Each class will include a short lecture by me, student presentations, and a discussion portion. To help me keep track of who is present and participating in class, I'll be asking you to make name tags during our first class, and to keep them visibly displayed during each class. Name tags will be handed back in to me at the end of each class and will be used to track attendance (**5%**).

I know that life happens and sometimes things come up that are out of our control – to accommodate this, I am giving each student **ONE** free absence. This means that you can miss a session without explanation and without penalty. If illness or other unavoidable issues cause you to miss multiple classes, please keep me advised of the situation and we can figure out a reasonable accommodation plan.

In order to complement attending the live discussion portion of the class, there will be several opportunities for class participation:

- 1) Weekly participation (10%)** – Because this is a large group, we will have to rely heavily on Poll Everywhere for participation. There will be opportunities for you to actually talk during these discussions, but there will also be times where I will ask you to put your answers in the Poll Everywhere, or use a combination for those who don't feel as comfortable speaking in classes. You aren't expected to participate every single

time, but these chats will inform the direction we take on any given week so I encourage you to share your thoughts/opinions/questions when you can.

INTRODUCTORY MESSAGE (5%)

Record and upload a short video (3 mins max) that tells me your story. You may tell me whatever you wish, but please ensure that throughout the video you include the following information:

- Name and pronouns
- Program and year of study
- Your interest in the course/reason for taking the course
- One thing that you'd like me to know about you

This is a good time to also let me know anything you need in terms of accommodations or anything you anticipate having difficulty with.

Your file is to be uploaded on Brightspace by **January 16th**. These files will only be seen by me and **will be graded for completion**.

GROUP PRESENTATION (15%)

Each group is required to complete a 5-10 minute presentation on an assigned reading, as well as individual reflections on the presentation subject and/or process.

Groups and presentation topics will be assigned during the first week of class.

Presentation - 10%

The group presentations must include the following components:

- Brief summary of the reading (e.g. thesis, main arguments, evidence, etc.)
- Critical review of the reading (e.g. connections to current events, relevance/importance, etc.) → Basically the “why should we care?” question
- Two discussion questions (Make sure these are questions that will generate discussion rather than yes/no questions)

The presentation will be marked on a PASS/FAIL basis. You will be marked as a group.

Please send me your presentation materials by **5:00 PM the day before your scheduled presentation** so that I can have any visual presentations ready to go, and include your discussion questions in the Poll Everywhere for the class. Failure to do so will result in -1% to the final grade of all members of your group.

Individual Reflection - 5%

- 3-4 pages, double spaced, Times New Roman size 12
- Due **1 week after your group presentation**

In addition to the group presentation, each group member must submit their own reflection on the topic of the presentation. Reflections can be restricted to the content of the presented reading, OR can discuss the reading in connection to other course themes.

This reflection is NOT a summary of the reading, nor is it an academic paper. I want to know about your experience and thoughts. What's something you learned? What's something that surprised you? Was there anything you did not understand, or that frustrated you?

This is also an opportunity for you to tell me about the process of putting together the group presentation. How was the work distributed? Do you feel that you did your fair share of the work? Did you learn anything about how you work in a group?

IN-CLASS REFLECTIONS (2x15 = 30%)

The purpose of these reflections is to assess your knowledge of the course subject near the beginning and end of the semester. These reflections will be completed and submitted via Brightspace.

Time will be provided in class for you to answer these questions. Instructions will be provided in class.

TAKE-HOME EXAM (35%)

The final exam will cover all course material, including lecture material and readings, from the entire semester. More information on this exam will be provided closer to the end of semester.

SCHEDULE

1 (JAN 9)	Topic	Introduction
	Material	<p>Read (recommended):</p> <ul style="list-style-type: none"> ● Conaghan, Joanne. (2013) “Theorizing the Relationship between Law and Gender”, <i>Law and Gender</i>, Clarendon Law Series. Oxford Academic.
	Items Due	
2 (JAN 16)	Topic	Critical Constitutionalism
	Material	<p>Read:</p> <ul style="list-style-type: none"> ● Monture, Patricia. (2014) “Standing Against Canadian Law: Naming Omissions of Race, Culture, and Gender,” in Elizabeth Comack (ed.) <i>Locating Law: Race/Class/Gender/Sexuality Connections</i> (3rd Ed.) Halifax: Fernwood Publishing, 68-87. ● Kirkup, Kyle. (2018) “After Marriage Equality: Courting Queer and Trans Rights,” in Emmett Macfarlane (ed.) <i>Policy Change, Courts, and the Canadian Constitution</i>. Toronto: University of Toronto Press, 378-94. ● Clutterbuck, Alyssa. (2015) “Rethinking Baker: A Critical Race Feminist Theory of Disability”, <i>Appeal</i>, Vol. 20. <p>Recommended:</p> <ul style="list-style-type: none"> ● Baer, Susanne. (2022). “Constitutional Law and Gender”, in Davinić, M. & Kostić, S. (eds), <i>Gender Competent Public Law and Policies. Gender Perspectives in Law</i>, vol 2. Springer, Cham.
	Items Due	Introductory Message/Video/TikTok/Sound File (Brightspace by midnight)
3 (JAN 23)	Topic	Gendered, Racialized, and Sexualized Violence
	Material	<p>Read:</p> <ul style="list-style-type: none"> ● Snyder, Emily, Val Napoleon and John Borrows. (2015) “Gender and Violence: Drawing on Indigenous Legal Resources.” <i>University of British Columbia Law Review</i> 48: 593-654. ● Bakht, Natasha. (2015) “In Your Face: Piercing the Veil of Ignorance about Niqab-Wearing Women.” <i>Social & Legal Studies</i> 24(3): 419-41.

		Items Due	In-Class Reflection 1
4 (JAN 30)	Topic	Law and the Carceral State I: Policing/Surveillance	
	Material	<p>Read:</p> <ul style="list-style-type: none"> ● Lamble, Sarah. (2009) “Unknowable Bodies, Unthinkable Sexualities: Lesbian and Transgender Legal Invisibility in the Toronto Women’s Bathhouse Raid.” <i>Social & Legal Studies</i> 18(1): 111-130. ● Thompson, Debra. (2020) “The Intersectional Politics of Black Lives Matter,” in Alexandra Dobrowolsky and Fiona MacDonald (eds.) <i>Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow</i>. Toronto: University of Toronto Press, 100-120. <p>Recommended:</p> <ul style="list-style-type: none"> ● Maynard, Robyn. (2017) “Law Enforcement Violence Against Black Women,” in <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Halifax: Fernwood Press, 116-27. 	
		Items Due	
5 (FEB 6)	Topic	Law and the Carceral State II: Incarceration and Carceral Feminism	
	Material	<p>Read:</p> <ul style="list-style-type: none"> ● Segrave, Marie and Bree Carlton. (2010) “Women, Trauma, Criminalisation and Imprisonment...” <i>Current Issues in Criminal Justice</i> 22:22, 287-305. ● Whalley, Elizabeth and Colleen Hackett. (2017) “Carceral Feminisms: The Abolitionist Project and Undoing Dominant Feminisms.” <i>Contemporary Justice Review</i> 20(4): 456-473. <p>Recommended:</p> <ul style="list-style-type: none"> ● Rachlinski, Jeffrey J., and Andrew J. Wistrich. "Benevolent Sexism in Judges." <i>San Diego Law Review</i>, vol. 58, no. 1, February-March 2021, pp. 101-142. 	
6	Topic	Gendered Constructions of Obscenity/Indecency	

(FEB 13)	Material	Read: <ul style="list-style-type: none"> ● Morton, Chantal. (2011) “When Bare Breasts are a ‘Threat’: The Production of Bodies/Spaces in Law.” <i>Canadian Journal of Women and the Law</i> 23(2): 600-626. ● Jochelson, Richard and Kirsten Kramar. (2014) “Governing Obscenity and Indecency in Canada,” in Elizabeth Comack (ed.) <i>Locating Law: Race/Class/Gender/Sexuality Connections</i> (3rd Ed.) Halifax: Fernwood Publishing, 294-314.
Items Due		
FEB 20 - WINTER BREAK - NO CLASS		
7 (FEB 27)	Topic Material	Reproduction and the Law Read: <ul style="list-style-type: none"> ● Gordon, Kelly and Paul Saurette. (2017) “The Future of Pro-Choice Discourse in Canada,” in Shannon Stettner et al. (eds) <i>Abortion: History, Politics and Reproductive Justice after Morgentaler</i>. Vancouver: UBC Press, 265-288. ● Karaian, Lara. (2013) “Pregnant Men: Repronormativity, Critical Trans Theory and the Re(conceive)ing of Sex and Pregnancy in Law.” <i>Social & Legal Studies</i> 22(2): 211-230. Recommended: <ul style="list-style-type: none"> ● Cattapan, Alana. (2018) “Who gets the frozen embryos in the divorce?” <i>The Conversation</i> (August 8). ● Gordon, Kelly. (2020) “Canada is seeing a rise in anti-abortion influencers” <i>Vice Media</i> (May 1).
Items Due		
Topic		Parenting

8 (MAR 6)	Material	<p>Read:</p> <ul style="list-style-type: none"> • Kelly, Fiona. (2012) “Autonomous from the start: single mothers by choice in the Canadian legal system.” <i>Child and Family Law Quarterly</i> 24(3), 257-283. • Caldwell, Johanna & Vandna Sinha. (2020) “(Re)Conceptualizing Neglect: Considering the Overrepresentation of Indigenous Children in Child Welfare Systems in Canada” 13 <i>Child Indicators Research</i>, 481-512. <p>Recommended:</p> <ul style="list-style-type: none"> • Roderique, Hadiya. (2020) “Can I be a Black mother in a world so dangerous to Black children?” <i>Globe and Mail</i> (September 12). • Warrior Life. (2019) “Cindy Blackstock on Bill C-92 Indigenous Child Welfare.” (November 29). (PODCAST)
	Items Due	Mini Reflection Paper #1 Due (Brightspace by midnight)
9 (MAR 13)	Topic	Defining/Evaluating Consent
	Material	<p>Read:</p> <ul style="list-style-type: none"> • Craig, Elaine. (2020) “Feminism, Public Dialogue, and Sexual Assault Law,” in Alexandra Dobrowolsky and Fiona MacDonald (eds.) <i>Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow</i>. Toronto: University of Toronto Press, 100-120. • Cossmann, Brenda. (2019) “#MeToo, Sex Wars 2.0 and the Power of Law,” <i>Asian Yearbook of Human Rights and Humanitarian Law</i> (3): 18-37. <p>Recommended:</p> <ul style="list-style-type: none"> • Sheehy, Elizabeth and Isabel Grant. (2020) “Shifting responsibility away from men who become intoxicated and violent sends the message that women’s Charter rights don’t matter. This can’t stand.” <i>Policy Options</i> (July 14).
	Items Due	
	Topic	Legal Parameters of Female Sexuality

10 (MAR 20)	Material	Read: <ul style="list-style-type: none"> • Valverde, Mariana. (2018) “Canadian Feminism and Sex Work Law: A Cautionary Tale,” in Elya M. Durisin, Emily van der Meulen and Chris Bruckert (eds.) <i>Red Light Labour: Sex Work Regulation, Agency, and Resistance</i>. Vancouver: UBC Press, 247-55. • Khan, Ummni. (2016) “Let’s Get it On: Some Reflections on Sex-Positive Feminism.” <i>Women’s Rights Law Reporter</i> 38: 346-354.
Items Due		
11 (MAR 27)	Topic Material	Women, Labour and the Law Read: <ul style="list-style-type: none"> • Hastie, Bethany. (2019) “Workplace Sexual Harassment and the ‘Unwelcome’ Requirement: An Analysis of BC Human Rights Tribunal Decisions from 2010 to 2016.” <i>Canadian Journal of Women and the Law</i> 32(1): 61-84. • Fudge, Judy. (2018) “Justice For Whom? Migrant Workers in Canada,” in Janine Brodie (ed.) <i>Contemporary Inequalities and Social Justice in Canada</i>. Toronto: University of Toronto Press, 69-86.
Items Due		
12 (APR 3)	Topic Material	Women in the Legal Profession Read: <ul style="list-style-type: none"> • Rehaag, Sean. (2011) “Do Women Refugee Judges Really Make a Difference? An Empirical Analysis of Gender and Outcomes in Canadian Refugee Determinations.” <i>Canadian Journal of Women and the Law</i> 23(2): 627-660. • Dick, Caroline. (2020) “Sex, Sexism and Judicial Misconduct: How the Canadian Judicial Council Perpetuates Sexism in the Legal Realm.” <i>Feminist Legal Studies</i> 28, 133-153. • Lussier, Danielle. (2022) “What Do You Call an Indigenous Woman with a PhD in Law? Resisting the Subjugation of Indigenous Expertise in Legal Spheres.” <i>Canadian Journal of Women and the Law</i> 34:1, 109-145.
Items Due		In-class Reflection 2
TAKE HOME EXAM: DUE APRIL 26, 2025		