

Course Outline

COURSE:	LAWS 4503 A - Law, Disability and Society
TERM:	FALL 2025
PREREQUISITES:	LAWS 2908 and Fourth-year Honours standing
CLASS:	Day & Time: Thursdays 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: Loeb D599 Office Hrs: Via Zoom by appointment. In-person meetings may also be requested Email: vincent.kazmierski@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/285195

Welcome to LAWS 4503A – 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

Students are not required to purchase a 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 September 26, 2025 at 5pm (wk 4)

- All students must complete Journal Entry 1.

Journal Entry 2 due October 17, 2025 at 5pm (wk 7)

Journal Entry 3 due November 14, 2025 at 5pm (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 October 31, 2025 at 5pm (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 December 5, 2025 at 5pm

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 must include a law reform analysis that examines the formal legal rules that regulate accessibility in the chosen area of life activity, identifies the benefits and detriments of the existing legal framework and provides a set of proposals for reforming the existing framework.

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

Note: 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 will be treated as a violation of academic integrity, and the student will be referred to the appropriate office for disciplinary action.

Students are strictly prohibited from submitting any work that has been previously submitted for academic credit in another course. Re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic integrity and the student will be reported.

The instructor reserves the right to require an oral defence of any work that is suspected of plagiarism, including the use of artificial intelligence. Failure to pass the oral defence will result in a failing mark on the assignment.

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.

EXTENSIONS

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

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)

Law and Legal Studies BA Honours Learning Outcomes Students who have completed a BA Law Honours can:	Learning Outcomes for Laws 4503 Students who have successfully completed LAWS 4503 should:
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.	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.
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.	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.
3. Evaluate/assess how law contributes to producing and helping to resolve social, political, economic and other problems.	3. Evaluate/assess how law contributes to producing and helping to address the barriers faced by disabled persons in Canadian society.
4. Communicate ideas and analysis about the legal dimensions of social problems to a variety of audiences in oral, written and visual forms.	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.
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.	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.
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.	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.
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.	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.

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**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://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 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](#).