



# ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Sociology and Legal Studies

LS 101 section 041 Fall 2020

Introduction to Legal Studies

2 lectures/ week; 1.5 hour each lecture

**Live lecture times: Mondays 10-11:30am and Wednesdays 1-2:30pm**

*All Lectures will be recorded and made available on LEARN*

## INSTRUCTOR INFORMATION

Instructor: Dr Anastasia Tataryn

Office: Sweeney Hall 2008 / 519-884-1111 ex 28233 (access TBA)

Virtual Office Hours:

By appointment: Wednesdays between 3-5pm

Email: [atataryn@uwaterloo.ca](mailto:atataryn@uwaterloo.ca)

## TA Information

Group 1: Upama Poudyal, [upoudyal@uwaterloo.ca](mailto:upoudyal@uwaterloo.ca)

Group 2: Farah El-Shayeb, [felshayeb@uwaterloo.ca](mailto:felshayeb@uwaterloo.ca)

Group 3: Noora Ali, [ntali@uwaterloo.ca](mailto:ntali@uwaterloo.ca)

## COURSE DESCRIPTION

This interdisciplinary course examines the origins of modern legal systems and legal thinking, to consider the impact of law on society, and society on law. This course will introduce students to the study of law and legal studies by looking at law's structures, sources and scope from a cross-cultural and mixed-media perspective. We will do this by exploring the diverse historical, political, economic, and cultural contexts under which law arises and functions within society, and its effect on people, institutions and life.

## COURSE OBJECTIVES

Upon completion of the course, students will be able to:

- Demonstrate familiarity with key terms, debates, and theoretical approaches in the field of legal studies.
- Identify and analyse popular and scholarly conceptions of law, and the roles law plays in society.
- Discuss ways in which law both shapes society and is shaped by society.
- Identify the different forms law takes in daily life and the ways different people experience the

*I, and many of us, are settlers, visitors on the Haldimand Tract, a portion of the traditional territory of the Attawandaron, Anishnaabeg, and Haudenosaunee peoples. One truth about this land is the broken and breached treaties with indigenous people of the Six Nations by the Canadian government. This is only one of many truths to tell about the historical and current injustices of colonial practice which currently affords me unearned privilege not shared with most Indigenous peoples who for hundreds of years were stewards of this land. It is with humility and gratitude that I aim to care for and respect the land.*

law.

- Critically discuss major themes and debates in legal studies. This may include the relationship between law and justice, law and economics, law and literature; law and environment; how law is used as a tool of the powerful and by those that are marginalized; the difference between formal and substantive equality in law; and the way the study and analysis of law has evolved alongside social, cultural, political and economic change.

## REQUIRED TEXTS

Readings can be found in the textbook identified for this course and articles are available through the Course Reserves, the University of Waterloo Library Database.

Textbook: Pavlich, George. 2011. *Law & Society Redefined*. Don Mills, ON: Oxford University Press.

## COURSE REQUIREMENTS AND ASSESSMENT

Your overall course grade reflects your academic performance relative to the course material. The assessments in this course are presented in detailed descriptions below the course schedule. Knowledge of the readings alone is not sufficient for passing this course. Material covered in the lectures – whether on the PowerPoint slides or not – will be necessary for completion of assignments and tests. The more you participate in lectures and in your Group discussions, the more you will gain from this course.

Mid-term assignment 1, week 5 20%

Assignment 2, week 10 30%

Take-Home/ Timed Final, week 13 20%

Reflective Journal, week 13 30%

## EXTENUATING CIRCUMSTANCES FOR EMERGENCY REMOTE TEACHING

**\*\* Lecture Participation:** I will be inviting you to participate as live-lecture participants. It is an invaluable part of your learning experience and my learning experience to have live contact with each other, albeit online. For those of you with supportive broadbands, I will ask that when you do participate as volunteers for the live-lectures. Please ask questions and respond so that I can speak to real live students and not simply a computer screen, and so that you can also see/hear each other to remember that you are not alone, in isolation, taking this course. Pre-recording materials and email communication can never replace or mimic the knowledge exchange and relationality that happens when we dialogue together and interact with each other. Therefore, for each lecture I invite students to attend 'live'. You will not receive any grades for this, as per University policy. Nevertheless, it will help you to ask questions and provide feedback for your reflective journals as well as help ease the feeling that we all share of isolation and strangeness during this Term of remote teaching and learning.

After participating as a 'live-lecture' volunteer, you will then have the opportunity to provide a response for your group – this response can form your reflective journal entry for that teaching activity, or it can merely be a summary, in your own words, of the lecture materials and what you thought was interesting, new, or thought-provoking. The 'Live Lecture Reflections' will be found on LEARN. More

details to follow.

**\*\*Break Out Groups:** You have all been assigned to a Group on LEARN and assigned a TA-instructor. In your respective Group Discussion Board, I ask you to each write your introductory, welcome note and I invite you to include a photo. This will help us be able to form some sort of presence and community throughout this Term. It will also, I hope, help you to remember that by taking this course you are a part of something – you are not just a student id number, not to me, nor to the other participants and colleagues enrolled in LS 101 041 along with you. Please be involved in your Group Discussions!! This is an invaluable part of your learning.

**\*\* Weekly Reading Group:** as part of your Break-Out Group, your TA-instructor will be running weekly Reading Group sessions to discuss, and help tutor you through, the readings assigned for that particular week of lectures. You will receive more details about this from your respective TA- Instructor in weeks 1 and 2.

### COURSE SCHEDULE

*(please consult LEARN announcements for any modifications to readings)*

Lecture	Readings
<p><i>WEEK 1:</i> <i>Live Lecture on Wed Sept 9th</i></p>	
Introduction to Legal Studies	No readings.
The What? Why? Who? How? Where? When? Of Law	
<p><i>WEEK 2:</i> <i>Live Lecture on Mon Sept 14 &amp; Wed Sept 16</i></p>	
What is Law?	Pavlich, George. 2011, <i>Law &amp; Society Redefined</i> . Don Mills, ON: Oxford University Press.
Natural law, divine law and the idea of justice	<ul style="list-style-type: none"> <li>• Chapter 1: Classic Natural Law</li> <li>• Chapter 2: Natural Law Theory</li> </ul>
<p><i>WEEK 3:</i> <i>Live Lecture on Mon Sept 21 &amp; Wed Sept 23</i></p>	
What is Modern Law?	Pavlich, George. 2011, <i>Law &amp; Society Redefined</i> . Don Mills, ON: Oxford University Press.
Positivism, realism and normative	<ul style="list-style-type: none"> <li>• Chapter 3: Positing Law</li> </ul>

order	<ul style="list-style-type: none"> <li>Chapter 4: Realizing Sociological Jurisprudence</li> </ul>
<p><i>WEEK 4:</i> <i>Live Lecture on Mon Sept 28 &amp; Wed Sept 30</i></p> <p>Why Law? Justice, ethics, morality (Or, why should we care about other people, in other places?)</p> <p>Nielsen, L. B., Patel, N. A., &amp; Rosner, J. 2017, "Ahead of the Lawmen": Law and Morality in Disney Animated Films 1960–1998. <i>Law, Culture and the Humanities</i>, 13(1): 104–122.</p> <p>Wenar, Leif, 2017, 'John Rawls', <i>The Stanford Encyclopedia of Philosophy</i> (Spring 2017 Edition), Edward N. Zalta (ed.), <a href="https://plato.stanford.edu/archives/spr2017/entries/rawls/">https://plato.stanford.edu/archives/spr2017/entries/rawls/</a></p> <p>Supplementary</p> <p>Nussbaum, Martha. 2002, 'Capabilities and Social Justice' <i>International Studies Review</i> 4: 2, 123-135.</p> <p>Pavlich, George. 2011, <i>Law &amp; Society Redefined</i>. Don Mills, ON: Oxford University Press.</p> <ul style="list-style-type: none"> <li>Chapter 5: Durkheim Socialises the Law</li> </ul>	
<p><i>WEEK 5:</i> <i>Live Lecture on Mon Oct 5 &amp; Wed Oct 7</i> <i>Assignment 1 due by 1pm Wed Oct 7</i></p> <p>Whose Law? Power, capital, colonialism and patriarchy</p> <p>Pavlich, 2011.</p> <ul style="list-style-type: none"> <li>Chapter 6: Law, Ideology and Revolutionary Social Change</li> <li>Chapter 8: Critical Confrontations: Law, Race, Gender and Class</li> </ul> <p>Bennett, J and Chambers, V. 2020, 'In Her Own Words: Left Out. 'This is Not Some History of Nagging Spinsters; it's a badass history of revolution staged by political geniuses'' <i>The New York Times</i> <a href="https://www.nytimes.com/2020/07/10/us/women-voting-rights-suffrage-centennial.html">https://www.nytimes.com/2020/07/10/us/women-voting-rights-suffrage-centennial.html</a></p> <p>Supplementary</p>	

	<p>Rose, Jacqueline. 2018, 'I am Knife' <i>London Review of Books</i>. 40:4. <a href="https://www.lrb.co.uk/the-paper/v40/n04/jacqueline-rose/i-am-a-knife">https://www.lrb.co.uk/the-paper/v40/n04/jacqueline-rose/i-am-a-knife</a></p> <p>Pavlich, George. 2011. <i>Law &amp; Society Redefined</i>. Don Mills, ON: Oxford University Press.</p> <ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>
<p><i>Reading Week:</i></p>	<p>No class, no readings – <i>take time to catch up on reflective journal entries and read ahead.</i></p>
<p><i>WEEK 6:</i> <i>Live Lecture on Mon Oct 19 &amp; Wed Oct 21</i></p> <p>Whose Law, Part 2</p>	<p>MacKinnon, Catherine A. 1983, 'Feminism, Marxism, Method, and the State' <i>Signs: Journal of Women in Culture and Society</i> 7(3): 515-544.</p> <p>Harris, Angela, 1990, 'Race and Essentialism in Feminist Legal Theory'. <i>Stanford Law Review</i>, 42:3, 581-616. doi:10.2307/1228886</p> <p>Supplementary</p> <p>Drabinski, John. 2019, 'Frantz Fanon', <i>The Stanford Encyclopedia of Philosophy</i> (Spring 2019 Edition), Edward N. Zalta (ed). <a href="https://plato.stanford.edu/archives/spr2019/entries/frantz-fanon/">https://plato.stanford.edu/archives/spr2019/entries/frantz-fanon/</a></p> <p>Harris, Angela. 1999, "Women of Color and the Law," in <i>Feminist Jurisprudence, Women, and the Law: Critical Essays, Research Agenda, and Bibliography</i> Betty Taylor, Sharon Rush, and Robert J. Munro, (eds.) Fred B. Rothman &amp; Co.</p>
<p><i>WEEK 7:</i> <i>Live Lecture on Mon Oct 26 &amp; Wed Oct 28</i></p> <p>Where Law?</p>	<p>Brown, N., Griffis, R., Hamilton, K., Irish, S., &amp; Kanouse, S. 2007, 'What makes justice spatial? What makes spaces just?'</p>

Environment, cities and spaces	<p>Three interviews on the concept of spatial justice.' <i>Critical planning</i>, 14(6).</p> <p>Wacquant, Loïc. 2001, "Deadly symbiosis: When ghetto and prison meet and mesh." <i>Punishment and Society</i> 3(1): 95-134.</p> <p>Supplementary</p> <p>Philippopoulos-Mihalopoulos, Andreas. 2015, <i>Spatial Justice: Body, Lawscape, Atmosphere</i> Walking the Lawscape. Oxon: Routledge.</p> <p>Kern, Leslie. 2020, 'Upward Thrusting Buildings Ejaculating into the sky: Do cities have to be so sexist?' <i>The Guardian</i> July 6, 2020  <a href="https://www.theguardian.com/artanddesign/2020/jul/06/upward-thrusting-buildings-ejaculating-cities-sexist-leslie-kern-phallic-feminist-city-toxic-masculinity">https://www.theguardian.com/artanddesign/2020/jul/06/upward-thrusting-buildings-ejaculating-cities-sexist-leslie-kern-phallic-feminist-city-toxic-masculinity</a></p> <p>Davies, Margaret. 2015, 'The Consciousness of Trees' <i>Law &amp; Literature</i>, 27(2): 217-235.</p>
<p><i>WEEK 8:</i>  <i>Live Lecture on Mon Nov 2 &amp; Wed Nov 4</i></p>	<p>How Law, Part I.</p> <p>Social inequality, oppression and silenced voices</p> <p>Bhandar, Brenna. 2016, 'Status as Property: Identity, Land and the Dispossession of First Nations Women in Canada.' <i>darkmatter Journal</i>, 14.</p> <p>Hanson, Erin. 2009, 'The Indian Act' Indigenous Foundations: UBC  <a href="https://indigenousfoundations.arts.ubc.ca/the_indian_act/">https://indigenousfoundations.arts.ubc.ca/the_indian_act/</a></p> <p>Supplementary</p> <p>Drabinski, John. 2019, "Frantz Fanon", <i>The Stanford Encyclopedia of Philosophy</i> (Spring 2019 Edition), Edward N. Zalta (ed).  <a href="https://plato.stanford.edu/archives/spr2019/entries/frantz-fanon/">https://plato.stanford.edu/archives/spr2019/entries/frantz-fanon/</a></p> <p>Burrows, John. 2013, 'Aboriginal and Treaty Rights and Violence Against Women' <i>Osgoode Hall Law Journal</i> 50: 699.</p>

<p><i>WEEK 9:</i> <i>Live Lecture on Mon Nov 9 &amp; Wed Nov 11</i></p> <p>When Law?</p> <p>The Space and Time of Law</p>	<p>Pavlich, George. 2011. <i>Law &amp; Society Redefined</i>. Don Mills, ON: Oxford University Press.</p> <ul style="list-style-type: none"> <li>Chapter 10: Contested Sovereignities, Violence and the Law</li> </ul> <p>Borrows, John. 1999, 'Sovereignty's Alchemy: An Analysis of <i>Delgamuukw v. British Columbia</i>' <i>Osgoode Hall Law Journal</i> 37:3, 537-596. <a href="https://digitalcommons.osgoode.yorku.ca/ohlj/vol37/iss3/3">https://digitalcommons.osgoode.yorku.ca/ohlj/vol37/iss3/3</a></p> <p>Supplementary</p> <p>Simpson, Audra. 2016, 'The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty' <i>Theory and Event</i> 19: 4.</p>
<p><i>WEEK 10:</i> <i>Live Lecture on Mon Nov 16 &amp; Wed Nov 18</i> <i>Assignment 2 due Wed Nov 18 at 1pm.</i></p> <p>How Law, Part II</p>	<p>Monday Lecture – Where? How? When Law? Q &amp; A</p> <p>Wednesday Lecture – NFB film screening: <i>Two Worlds Colliding</i>, directed by Tasha Hubbard</p>
<p><i>WEEK 11:</i> <i>Live Lecture on Mon Nov 23 &amp; Wed Nov 25</i></p> <p>Law is Everywhere</p>	<p>Pavlich, George. 2011. <i>Law &amp; Society Redefined</i>. Don Mills, ON: Oxford University Press.</p> <ul style="list-style-type: none"> <li>Chapter 9: Michel Foucault: The Power of Law and Society</li> </ul> <p>Rose, Nikolas and Mariana Valverde. 1998, "Governed by Law?" <i>Social and Legal Studies</i> 7(4): 541-551.</p> <p>Supplementary</p>

Peck, Jamie and Nik Theodore. 2019, 'Still Neoliberalism?' *South Atlantic Quarterly* 118 (2): 245–265.

**WEEK 12:**

*Live Lecture on Mon Nov 30 & Wed Dec 2*

Who/What/When/Where/How/Why  
Law

Pavlich, George. 2011. *Law & Society Redefined*. Don Mills, ON: Oxford University Press.

- Chapter 11: Just Events: Law and Society

Gudynas, E. 2011, 'Buen Vivir: Today's Tomorrow' *Development* 54: 441.

**WEEK 13:**

*Final Take-Home Exam*

*Reflective Journal Due – highlight three (3) key entries*

## ASSESSMENT DETAILS

### Reflective Journal

**Value: 30%**

**Due Date: Ongoing, Final Submission due at the time of the Final Timed-Essay / Exam**

**Details:** Each student will be required to document a weekly reflection, including reflecting on lectures, readings and participation in discussions with your group during that week, into a journal document/book, worth 30% of the final mark. This journal can be an electronic journal, written in a standard Word Doc form, or it can be handwritten and then scanned at the end of the Term. It can also be more creative, using audio and video resources however be mindful of the file size. No matter how you choose to document your journal entries, the final product must be submit-able on LEARN, as one (1) file, and *each teaching activity* must be accounted for.

The reflective journal must contain a record of each week – meaning, each lecture and course activity (including films or media that is shown or used within the course). However, the input for each learning activity does not need to be of equal weight. Contributions may range from one (1) paragraph, to a few pages in length, one minute, to a longer creative reflection, depending on your style of writing and form of communication. **NB:** For the purpose of assessment, you must identify three (3) key reflections to form the basis of their contribution and assessment. Please note that failure to provide input, no matter how brief, for each week of the course will be considered an incomplete assignment, no re-assessment or make-up activity is possible. These three (3) key reflections must be CLEARLY marked in your final submission to ensure that the marker knows which reflections you have chosen to form the basis of your mark and feedback.



To keep up with, and follow, the lectures, students are required to complete the assigned readings before the corresponding lecture and make note of questions, comments and observations while you read and listen to the lectures. Keep in mind that this course looks at issues that we may already have opinions about, but the purpose of this course (and University more generally) is to engage in meaningful, respectful and rigorous critique and scholarly analysis. The reflective journal, moreover, is not meant to be a personal opinion piece, but rather a *reflection* on the weeks' topics, readings, themes and discussions.

The three key reflections must be clearly identified on a title page of the journal. For the three key reflections, students will be assessed according to the following rubric:

Critical Analysis (depth of thought and reflection)  
Creativity  
Knowledge  
Presentation

**Mid-Term Assignment 1: Conceptions of Law**

**Value: 20%**

**Due Date: Week 5**

**Format: 2 pages double spaced**

**Details:** For this assignment, students are required to find two examples, one (1) from news media (e.g. CBC; Toronto Star; BBC; The Guardian; Washington Post; The New York Times; Al Jazeera; Deutsche Well English -- *NOT* social media, blogs or personal opinion sites) and one (1) from a fictional representation in a feature film or series (trailer and synopsis must be available online), discussing two different events that relate to law. For example, an instance where a person or group has broken the law, is advocating for a law to be enforced, or is trying to change the law.

The two examples must clearly represent one of the following four approaches: a natural law approach, a legal positivist/formalist approach, a divine law approach, or a legal realist/instrumentalist approach. Please note that these approaches will be discussed in class and in the readings.

In your 2-page response, you are required to:

- Summarize each article and fictional example in one paragraph each.
- Identify which approach is the primary approach of each article and fictional example.
- Justify your answer by defining that approach and explaining in what ways it is represented in the example.
- Suggest how each of the other three approaches would have looked at the issue differently, with reference to your definition of those other, alternative approaches.

Remember to use the *main point* of your example (article, film or series) to determine which approach it takes. The examples you find may include elements of other approaches. You can mention those too, but the main point of the example should be clearly identifiable as taking a natural law, legal positivist, divine law or legal realist approach.

The assignment will be much easier for you if you find clear examples of each approach.

In your submissions, please include detailed reference information by either attaching the articles or including links to the article/clip/chapter.

Note that the articles will not contain terms like 'positivist/formalist approach'. You will need to think about what each approach would look like when applied to current events based on the discussion of these terms in class and in the readings. You cannot use the examples discussed in class. Sources outside the readings and lectures are not necessary for this assignment, except for the articles themselves.

Further details will be provided in class and/or on LEARN. Late assignments must be submitted by e-mail to your Group TA-instructor and the Professor cc'd, as well as submitted to LEARN.

Students will be assessed according to the following rubric:

Knowledge (of approaches and their application)  
 Research (including choosing appropriate examples)  
 Presentation (including formatting and bibliography)  
 Critical Analysis (depth of thought and reflection)

**Assignment 2: Law's Space or Spatial Justice**

**Value 30%**

**Due Date: Week 10**

**Format: 5 pages double-spaced, plus bibliography.**

**Details:** This assignment introduces you to immersive, experiential legal studies research. For this assignment, you are required to go for a long walk, about 30min-1 hour.

As you walk, pay attention to what is happening around you: what do you see? What do you hear? What do you smell?

How has law constructed this space? Is this formal law? Informal law? What guides our behaviours? What guides our responses to things?

What is environment?

Is it a legal space?

Who creates law? Who does it benefit? Who does it include and who does it exclude?

How does your experience change if you engage with your environment? What are the rules? Does everyone follow them? Does law create difference (inequality), or does it create equality?

In your 5-page double-spaced essay, you must refer to at least three (3) articles that we have discussed in class to contextualised and support your response and observations. How does the material we have covered in class shape your observations?

Sources outside the readings and lectures are not necessary for this assignment but can be used to support your experiences and essay. Further details will be provided in class and on LEARN. Late assignments must be submitted by e-mail and LEARN.

*Please remember your responsibility as a researcher and conduct your observations discreetly and respectfully. Do not interview anyone for this assignment or take any unusual risks when walking. Make sure you are safe. This assignment has been drawn from 'Walking the Lawscape' by Andreas Philippopoulos-Mihalopoulos (2015) in Spatial Justice: Body, Lawscape, Atmosphere. Oxon: Routledge., pp. 94-105.*

Student submissions will be assessed according to the following rubric:

Experience during walk and extent of observations (creativity, thoughtfulness)  
 Knowledge (of secondary literature, and ability to apply to experience)  
 Critical Analysis  
 Presentation, including formatting and bibliography

**Final Timed Assignment, Take-Home, during Exam period  
 Value 20%**

**Details:** The final test will consist of essay-type questions only. You will be given a choice and will be asked to answer two (2) questions out of the options provided. The questions will cover all material assigned or discussed in the course, with more emphasis given to the material covered following the mid-term break.

For the Final Take-Home Assignment, late submissions will not be accepted.

Students will be assessed according to the following rubric:

Knowledge  
 Critical Analysis  
 Research  
 Presentation

**ASSIGNMENT FORMAT**

Assignments should be double spaced and typed in Times or Times New Roman 12-point font with one-inch margins. All assignments are to be submitted electronically on the LEARN Dropbox. Please submit your work as either a WORD or PDF document only.

Works cited or bibliography is to be listed on a separate page at the end of your assignment. Use any style guide for your citations, but you *must* be consistent and precise with your citations. All references must include citations that are from a rigorous, and valid source.

A title page is optional, but please state your name and student id clearly.

**ASSIGNMENT SUBMISSION**

Assignments must be submitted onto LEARN DropBox by 1pm the day the assignment is due.

An assignment submitted any time between 1pm on the due date and 5pm the day after the due date will lose 5%. The assignment will continue to lose 5% at 5pm on every additional day it is late until 0% is

reached.

An assignment submitted by LEARN Dropbox ONLY.

Late assignments must be submitted by e-mail and LEARN.

### **POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS**

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted by the due date. It is also students' responsibility to back up their work either electronically or by photocopying the work for their own reference. Please alert the Professor to any difficulties that you may be experiencing with course work in a timely manner so that we can provide appropriate assistance and/or direct you to someone who can.

Students must provide appropriate documentation to support requests for extensions and make-up tests. If you miss a test, you must approach the professor within *one week* of the test date to request permission to write a make-up test. A make-up test will only be allowed if there are legitimate medical, compassionate, or religious grounds. In the case of medical grounds, you must provide a University of Waterloo Verification of Illness Form or documentation from AccessAbility Services. In the case of compassionate grounds, you must provide documentation. In the case of religious grounds, a due date or test date must conflict with an important UW-recognized religious holiday on your religious calendar, and you must tell the professor within the first four weeks of the course. If these procedures are not followed, a mark of zero will be assigned. Documentation must be submitted to the professor in person during office hours, except in exceptional circumstances discussed with the professor in advance. You must be available to write the make-up test on the date specified by the professor. Make-up tests and extensions will not be granted due to travel, employment, weddings, or other personal commitments.

Please note that requests for extensions and make-ups must go directly to the professor (atataryn@uwaterloo.ca).

### **POLICY ON RE-MARKING COURSEWORK**

Assignments are marked carefully in this course. Re-grades are highly unlikely to result in perceptible changes to your final grade and are strongly discouraged. However, if you feel that the grader has made a serious error in grading your work and you would like to request that the work be re-marked, you must write a detailed memo in which you identify the questions or portions of the assignment or test that you believe were marked incorrectly and why you think the marking was incorrect. Please note that the effort you put into the assignment and your future plans (needing high grades for law school, etc.) are not valid reasons for requesting a re-grade. Submit the memo to the professor during office hours together with the marked test or assignment. The professor will pass it on to the TA who graded it to be re-marked. Work will not be re-marked without a written request. The deadline for requesting a re-marking is *two weeks* from the date the course work was handed back in class. If the work was re-marked by the TA and you feel it is necessary to appeal the outcome, you may submit it to the professor during office hours with your original memo and the TA's written response. Attach a note stating that you wish to request a second re-marking and why. The deadline for this request is two weeks from the date the first re-mark was made available for pick-up. Tests written in pencil will not be considered for re-marking.

Please note that the TA or professor *will re-mark the entire test or assignment*, not simply the questions or portion you believe were scored improperly. The re-grader may discover errors that were not detected in the first marking of the assignment or test. As a result, *it is possible that your revised mark will go down*, rather than going up or staying the same. The revised mark will stand.

### **ATTENDANCE POLICY**

Students are responsible for attending and taking notes at all lectures. Students who, for whatever reason, miss a lecture or tutorial will have to make arrangements to keep up and not fall behind. PowerPoint slides from lectures will be posted on LEARN immediately following that lecture. However, note that *the PowerPoint slides are merely a visual aid and are not a substitute for the actual lecture*. Material covered in the lecture but not on the PowerPoint slides will be necessary to pass the course.

During these extenuating circumstances of remote courses, asking questions is very highly encouraged. This will only help your overall understanding and success in this course. Please engage with the professor and your group TA. We are here to help you, and the course should be as interactive and 'live' as possible.

### **ELECTRONIC DEVICE POLICY**

No off-task use of technology is permitted while you are participating in live lectures, reading groups or office hours. Please turn off all sound on your devices so as not to disturb the other participants.

### **PRIVACY AND PERMISSIONS**

Materials, lectures, and all audio, video and written content on LEARN is absolutely not to be circulated or reproduced beyond LEARN and LS 101. Please be considerate and respectful of your colleagues', your professor's and TAs' privacy.

The professor maintains copyright over this course (recordings, syllabus included). It is the intellectual property of the professor and not to be copied or reproduced for any purposes without explicit permission.

### **CORRESPONDENCE**

Class announcements generally will be posted on LEARN and e-mailed to students' university e-mail accounts. Messages for individual students will be e-mailed to their university accounts only, and only student messages from university accounts will be read. It is important that you check LEARN and your university e-mail account regularly. Failure to do so cannot be used as a reason to request exemption from term work policies and course work requirements. I am happy to answer questions about the course and about the field of legal studies. If you have a question, please follow these guidelines:

- Check the course outline. It is likely that a question about the course will already be answered in the course outline.
- Join the professor's office hours. Your TA and I can be reached by e-mail for brief, factual questions only. If you have a question or concern that requires substantive or back-and-forth discussion, please make an appointment with me during my virtual office hours or ask your question in your Group Discussion Forum. Group Discussion Forum may be the perfect place to

answer frequently asked questions or questions that are shared amongst students. For more specific questions that you would like to discuss one-to-one, do please make an appointment. *Unfortunately, I will not be able to answer questions through video or audio chat outside of these appointment/virtual office hours.*

- Ask well in advance. I aim to respond to student e-mail within two business days. I will not respond to emails during the weekend, holidays or after 6pm. I will get back to you as soon as possible, but it is unlikely that I will be able to respond straight away. If you do not hear back from me after two business days, please re-send your e-mail. If your question is relevant to other students in the class, I may write back to tell you that I will address that question in class instead of responding to you directly. At busy times (e.g., prior to class tests or deadlines), there may not be time to meet with everyone who asks for an appointment only slot. It is advisable that you attend the virtual open office hours session.

## OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals: A decision made, or penalty imposed, under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the

curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.