

Politics, Law and the Courts

PPAS/POLS 4130 B 6.0

FW 2022/23

Course Information

Course Instructor:

Prof. Dagmar Soennecken

E-mail: dsoennec@yorku.ca

Phone: 33408

Office Hours & Location:

136 McLaughlin College,
2:30 to 3:30 pm, i.e., in person after class
(or drop by via Zoom)

Course Time & Days:

Tues, 11:30 am to 2:30 pm (3h)

Class Location: VH 2000

Course eClass site:

<https://eclass.yorku.ca/course/view.php?id=69796>

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

Course Overview

Course Description

Students are introduced to the administration of justice in Canada. Its focus is on the relationship between the administration of the legal system and the outcomes of civil and criminal disputes.

Course Learning Objectives

By the end of this course, students will be able to:

1. Understand the actors involved in the Canadian policy-making process, their respective roles and where law and the courts fit in.
2. Evaluate how, why and to what extent the patriation of Canada's 1982 constitution still shapes political choices of policy makers.
3. Compare why litigants and governments appeal or refer cases to the courts and what alternatives exist (legal vs. political mobilization).
4. Assess the debates surrounding the role of the courts and the power of judges more generally.
5. Compare and evaluate a range of challenges on access to justice and several proposed alternatives.
6. Employ social science, policy, and legal research skills.
7. Use professional skills (e.g., presentations, giving peer feedback).
8. Engage in collaborative learning activities and draw on their critical citizenship skills.

Course Format and Organization

This is an in-person course (SEMR) that involves discussion, collaborative work, and other active-learning activities.

Seven benefits of in-person learning (summary of discussion with York students, Dec 2020): <https://www.universityaffairs.ca/features/feature-article/7-missing-pieces-why-students-prefer-in-person-over-online-classes/>

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

In the event of a return to online learning due to the ongoing COVID-10 pandemic, the seminar will be conducted via Zoom. Zoom may also be used in case of instructor illness or for office hours.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

- My e-mail is dsoennec@yorku.ca (you can also message me via the Moodle/EClass mail function).
- That is the best way to get a hold of me. (Don't leave messages on my office voice mail – I am not there often enough to check them.)
- I will try my best to reply to you within 24 hours of receiving your e-mail, excluding weekends. No guarantees.
- It is best to put a meaningful subject line into your message (“hello” doesn't qualify) and use your YorkU e-mail. Other messages run the risk of landing in our junk folder (and I only check it occasionally!).
- If you want to talk to me in person, after class is best. We can also talk in my office (136 McLaughlin), either in person or via Zoom (I'll have it open, so you can just “drop in”), just let me know.

Course Evaluation

Assessment	Due Date	Weight %
Final research paper (grade only)	April 10 (Monday, last day of classes)	30
Proposal	Feb 14	10

Presentation (of research in progress)	Last 4 to 5 weeks	5
Peer comments (presentations)	Last 4 to 5 weeks	5
Winter take home	Dec 6 (posted Nov 21)	20
Reading reflections	One in fall/one in winter term	10
Class attendance and participation (see components)	Until April 4	20
Total		100%

Course Evaluation Components

See separate document for all the details.

Submitting Assignments

Assignments are due electronically only, via the designated eClass dropbox using the Turnitin module.

It is your responsibility that it is received by the deadline and that it meets academic honesty requirements.

Any assignment that displays a Turnitin score of **20 percent or higher** (excluding standard Turnitin errors, such as erroneously including bibliographic items) will be returned to the student and, if not revised, automatically considered for advancement to an academic honesty hearing.

Late Work Policy

Penalty for late assignments: **Five** percent per day (out of 100%), including weekends and holidays.

If you need more time, talk to me ahead of time. I do not entertain extension requests the day before the assignment is due.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

How to Use Citations

One of the main transferrable and professional skills you are honing in an upper level university seminar is wielding information (based on your research) to construct and back up an argument. Keeping track of where you got this information (from information here can refer to ideas, lines of reasoning, data etc.) and how to reference its source properly is part of this skill set. Knowing when and how to paraphrase (and reference) an author's arguments and ideas (and how to reference the author) is just as important as knowing when and how to use (quotation marks!) an author's exact words (e.g., if they are critical or iconic).

Citation styles: I don't care which citation style you use for your assignments, as long as you use one consistently and properly. If you care not sure, ask me or consult one of the following:

- [SPARK Student Papers & Academic Research Kit](#)

- [Chicago Style Overview](#), YorkU Libraries
- [MLA Style Overview](#), YorkU Libraries
- [APA Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)

Course Schedule: Weekly Readings and Activities

Required Course Materials

All course materials can be accessed through our EClass site, either as pdfs under the “[fair dealing](#)” guidelines, or as “click through” links, some of which can be accessed only through the York proxy servers as required by [copyright law](#).

Course Schedule

Week/Module Dates	Readings and Activities	Assessment Due Dates
Week 1 Sept 13	Introductions (no readings)	
Week 2 Sept 18	<p>What is the relationship between politics, law and the courts? I</p> <p>Greene, I. (1993). The Courts and Public Policy. In M. Atkinson (Ed.), <i>Governing Canada</i> (pp. 181–205). Harcourt Brace.</p> <p>Galanter, M. (1983). The Radiating Effects of Courts. In K. D. Boyum & L. Mather (Eds.), <i>Empirical Theories of Courts</i> (pp. 117–142). Longman.</p> <p>Interview with Ian Greene (20 min, video)</p>	

<p>Week 3 Sept 27</p>	<p>What is the relationship between politics, law and the courts? II Manfredi, C. (2015). <u>Conservatives, the Supreme Court of Canada, and the Constitution: Judicial-Government Relations, 2006–2015.</u> <i>Osgoode Hall Law Journal</i>, 52(3), 951–984.</p> <p>LawLawLand Podcast # 9: How to make a law in Canada (13 min, audio)</p> <p>“Canada’s Court System” (from: Justice Canada)</p>	
<p>Week 4 Oct 4</p>	<p>Way back machine: Mega Constitutional Politics I Peter H. Russell, "The Political Purposes of the Canadian Charter of Rights and Freedoms," <i>Canadian Bar Review</i> 61(1) (1983): 30-54.</p> <p>The Road to Patriation (NFB documentary, 1 h 33 min)</p> <p>Intrepid Podcast #126: The Charter Origin Story (30 min)</p>	
<p>Week 5 Oct 11</p>	<p>Thanksgiving & Fall reading week, no class</p>	

<p>Week 6 Oct 18</p>	<p>Way back machine: Mega Constitutional Politics II Yasmeen Abu-Laban and Tim Nieguth, “Reconsidering the Constitution, Minorities and Politics in Canada, <i>Canadian Journal of Political Science</i> (Sept 2000) 465-497.</p> <p>Charles R. Epp, "Do Bills of Rights Matter? The Canadian Charter of Rights and Freedoms." <i>American Political Science Review</i> 90 (4) (1996): 765-79.</p> <p>“Supreme Court of Canada” The Year in Review” (2019 statistics and 10-year trends)</p>	
<p>Week 7 Oct 25</p>	<p>Legal vs. Political Mobilization I Lesley Jacobs, “Mapping the Legal Consciousness of First Nation Voters: Understanding Voting Rights Mobilization,” in <i>Voting, Governance, and Research Methodology</i>, Thompson, 2013.</p> <p>Mccrossan, M. (2018). Contrasting Visions of Indigenous Rights, Recognition, and Territory: Assessing Crown Policy in the Context of Reconciliation and Historic Obligations. In E. Macfarlane (Ed.), <i>Policy Change, Courts, and the Canadian Constitution</i> (pp. 356–377). University of Toronto Press.</p> <p>Oka Crisis: 30th anniversary (3 min, video)</p>	

<p>Week 8 Nov 1</p>	<p>Legal vs. Political Mobilization II Coates, K. (2000). <i>The Marshall Decision and Native Rights</i>. McGill-Queen’s University Press (required: Ch. 1, also <i>highly recommended</i>: Ch. 4)</p> <p>John Borrows lecture, “First Nations and Human Rights” (audio, 53 min)</p> <p>Donald Marshall Jr. 1953-2009 (CBC news, 3 min video)</p>	
<p>Week 9 Nov 8</p>	<p>The power of judges and the judicialization of politics Hirschl, R. (2008). The Judicialization of Mega-Politics and the Rise of Political Courts. <i>The Annual Review of Political Science</i>, 11, 93</p> <p>Justice Day O’Connor – “activist” judges (2008 video, 4 min)</p>	
<p>Week 10 Nov 15</p>	<p>Dialogue I Macfarlane, E. (2013). Dialogue or compliance ? Measuring legislatures’ policy responses to court rulings on rights. <i>International Political Science Review</i>, 34(1), 39–56.</p> <p>Osgoode Courts Blog on Dialogue, 2011</p>	
<p>Week 11 Nov 22</p>	<p>Dialogue II Carter v. Canada (AG) [2015] 1 SCR 331</p> <p>Nicolaides, E., & Hennigar, M. (2018). Carter Conflicts: The Supreme Court of Canada’s Impact on Medical Assistance in Dying Policy. In E. Macfarlane (Ed.), <i>Policy Change, Courts, and the Canadian Constitution</i> (pp. 313–335). University of Toronto Press.</p> <p>Road to Mercy (2018 CBC documentary, 44 min)</p>	<p>Take home will be posted</p>

<p>Week 12 Nov 29</p>	<p>Access to justice? Diversity on the bench I CBC news pieces on judicial diversity targets (both from June 2020)</p> <p>Stats on Judicial Applicants and Appointees (2018-19)</p> <p>Songer, D. R., Radieva, M., & Reid, R. (2016). Gender Diversity in the Intermediate Appellate Courts of Canada. <i>Justice System Journal</i>, 37(1), 4–19.</p>	
<p>Week 13 Dec 6</p>	<p>Access to justice? Diversity on the bench II: Backlash R. v. S. (R.D.) [1997] 3 SCR 484</p> <p>Razack, S. (1998). R.D.S. v. Her Majesty the Queen: A Case about Home. <i>Constitutional Forum / Forum Constitutionnel</i>, 9(3), 59–65.</p>	<p>Take home due; last date for fall term reading reflections</p>
<p>Week 14 Jan 10</p>	<p>Access to justice? Legal aid cuts, representation I Bhabha, F. (2007). Institutionalizing access-to-justice: Judicial, legislative and grassroots dimensions. <i>Queen’s Law Journal</i>, 33(1), 139.</p> <p>Legal Aid 2018-19 (Government of Canada)</p> <p>The Everyday Lawyer podcast # 24 Exploring Legal Aid (audio, 27 min)</p> <p>Ontario government cancels future legal aid funding cuts (Global News, Dec 2019)</p>	

<p>Week 15 Jan 17</p>	<p>Access to justice? One shotters, repeat players and representation II Galanter, M. (1974). Why the “Haves” Come Out Ahead: Speculations on the Limits of Legal Change. <i>Law and Society Review</i>, 9, 95–160.</p> <p>Kritzer, H. M. (2003). Introduction. In H. M. Kritzer & S. S. Silbey (Eds.), <i>In Litigation: Do the “Haves” Still Come Out Ahead?</i> (p. 3). Stanford University Press.</p>	
<p>Week 16 Jan 24</p>	<p>Justice delayed I. “Delaying Justice is denying Justice” (Senate Report, 2017)</p> <p>Action is desperately needed: Senators recommend 50 ways to fix Canada’s courts (CBC news, 2017)</p> <p>CBC “The House” podcast: Justice delayed (June 2017, 35 min)</p>	
<p>Week 17 Jan 31</p>	<p>Justice delayed II.</p> <p>R. Cody [2017] 1 SCR 659 (follow up on 2016 <i>Jordan</i> decision)</p> <p>Justice Minister on COVID delays (CBC news, July 15, 2020)</p> <p>Supreme Court Justice on Criminal Code changes and delays due to COVID (CBC news, June 13, 2020)</p>	

<p>Week 18 Feb 7</p>	<p>Justice denied? Diversity and discrimination, I Murdocca, C. (2004). The Racial Profile: Governing Race through Knowledge Production (Research Note). <i>Canadian Journal of Law and Society</i>, 19(2), 153–170.</p> <p>Gurmukh, S. (2018). Interrogating the Definition of Racial Profiling: A Critical Analysis. In L. A. Jacobs (Ed.), <i>Racial Profiling and Human Rights in Canada: The New Legal Landscape</i>. (pp. 68–82). Irwin Law. CBC news articles on racial profiling studies (Ottawa, 2016 and Toronto, 2020)</p> <p>Ontario Human Rights Commission (quiz on HR Code)</p>	
<p>Week 19 Feb 14</p>	<p>Justice denied? Diversity and discrimination II Wortley, S. (2018). A Double-Edged Sword: Carding, Public Safety, and the Impact of Racialized Police Practices. In L. A. Jacobs (Ed.), <i>Racial Profiling and Human Rights in Canada: The New Legal Landscape</i> (pp. 266–279). Irwin Law.</p> <p>Ontario Human Rights Commission (OHRC submission to TPSB reforms (Aug 2020)</p> <p>Making it (NFB doc, 2006, 10 min)</p>	<p>Final paper proposals due</p>
<p>Week 20 Feb 21</p>	<p>Family Day & winter reading week, no class</p>	
<p>Week 21 Feb 28</p>	<p>Many forms of justice? Legal Pluralism Kiera Ladner, “Up the Creek: Fishing for a New Constitutional Order,” <i>Canadian Journal of Political Science</i>, 38:4 (2005) 923-53.</p> <p>McMillan, L. J. (2011). Colonial Traditions, Co-optations, and Mi’kmaq Legal Consciousness. <i>Law & Social Inquiry</i>, 36(1), 171–200.</p>	<p>Week 22 presenters – readings due</p>

Week 22 March 7	Student conference I	Week 23 presenters – readings due
Week 23 March 14	March 17: drop deadline Student conference I	Week 24 presenters – readings due, last day for peer comments (w 22)
Week 24 March 21	Student conference III	Week 25 presenters – readings due; last day for peer comments (w 23); optional: final paper drafts due
Week 25 March 28	Student conference IV	Week 25 presenters – readings due; last day for peer comments (w 24)
Week 26 April 4	Last class / conclusions / flex	last day for peer comments (w 25 & winter reading reflections)
Week 27 April 11	Winter term ends; April 10 = Virtual Friday (no class)	Final papers (grade only) due April 10

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for

tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support “netiquette” in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

[only applicable in the case of a shift to online learning]

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University’s Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University’s [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University’s [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University’s control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University’s knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.

- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

PPAS / POLS Evaluation component details 2022-23

Prof. Dagmar Soennecken, dsoennec@yorku.ca

Assessment item	Due date	Value (% of final grade)
Final research paper (grade only)	April 10	30%
Proposal	Feb 13	10%
Presentation (of research in progress)	Last 4 or 5 weeks	5%
Peer comments (presentations)	Last 4 or 5 weeks	5%
Winter take home	Dec 5	20%
Reading reflections	One in fall/one in winter term	10%
Class attendance and participation (components)	Until April 3	20%
TOTAL		100%

A final paper (on the major research project)

(30 + 10%)

The topic of your major research project/final paper must be closely related to the subject matter of the course. It must be pre-approved and incorporate at least three course readings.

A **written proposals** is due on: Feb 13, 5 pp. max.

The proposal must contain your topic, research question & explain the connection to the course readings and themes.

Final paper: 15-20 pages max., double-spaced.

Due date for drafts with a chance for comments: March 20, 2023

Due date for revised drafts/grade only submissions: April 10, 2023 (last day of classes)

A presentation of your work in progress (student conference)

(5 + 5 %)

The second half of the second semester will consist of a student conference. Students will present their final research projects (it is understood that it will still be in progress) to their colleagues and selected guest professors.

The formal presentation of each project (slide deck and presentation) should not be longer than 15 minutes.

Students presenting their project are required to provide the class with a multi-media item or an article to stimulate discussion of their research topic *a week ahead* of their presentation. For instance, the material can be from the Internet, from a newspaper, or from an academic journal or book (5 %).

Students in the audience are required to provide *constructive* feedback to their colleagues/peers after the presentation(s) either orally or in writing: After each presentation, students will briefly write down a) what they liked best about the project and b) what they think requires further exploration/research/clarification. Comments will be provided to each presenter after their talk.

Comments can be made “live” or up to one week afterwards, either in writing, by video or audio function in eClass. (5%)*

We will also discuss the larger questions and implications raised by the presentations as a group.

*Audience members must comment on at least 5 other presentations to receive their 5%.

A sign-up sheet for the research project presentations will be distributed at the end of the first term. (The last slot is not necessarily the best! You may get good comments you want to incorporate, and you need some time to do so.)

Winter take-home exam %)

(20

A take-home exam will be posted in the second half of November (by Nov 21) and is due the following week (Dec 5, last class before winter term ends).

The exam will be in essay/short answer format and will allow you to reflect and critically think through the material of the first term. 7 - 10 pages, double-spaced, max. Details to follow.

Reading reflections

(10%)

“Reading reflections” are in-depth engagements and comments on the readings for a given class. Each student will write at least two “responses” during the year (i.e. one per term), 2 pages max (double-spaced). The purpose of these papers is to assist you in framing your thoughts and reactions to the readings throughout the course. Reflections are due the day before the readings are due to be discussed in class. And yes, of course, you can incorporate the multi-media items as well but the focus should be on an idea from the readings. (10%)

All responses will be graded. You can submit more than one per term, only the best one will count towards your final grade. Instead of 2 written pages, you can also submit an equivalent audio commentary.

Class attendance and participation (components)

(20%)

Class participation includes *attendance* and substantive *participation* in weekly “live” class sessions (group activities and full class discussions) + active participation in a range of online (i.e. eClass) discussion options.

Attendance and in class participation (10%):

Students are required to be prepared for our “live” class sessions. *I expect you to have read, watched or listened to the course materials for that session thoroughly and to have skimmed the other(s) at a minimum.* Attending (being physically present) is not enough, I need to see evidence of participation!

If you are unable to attend a “live” session, you can make up for your absence by:

- Submitting additional reading reflections, adding a glossary entry for a key term of that week (individual tasks). You can also contribute to the eClass discussion forms for the week(s) that you missed.
- You can contribute to the eClass discussions in an asynchronous fashion (i.e. outside of our “live” class time) at any time (so for a past or a future week), either in writing or by recording an audio or video commentary.

Online (moodle/eClass) participation (10%):

eClass discussion forums will be used to facilitate engagement with the course material and communication between students.

To this end, you will be required to make a *serious contribution to an online discussion trail* at least three times during each half of the course.

Remember, *eClass allows written, audio or video contributions*.

A serious contribution is one that advances the online discussion on a given point/thread, regardless of length. You are encouraged to start your own threads but are not required to do so. I will provide sample questions and contribute but these discussions but the online discussions are your opportunity to take ownership of the course material.

Discussion forum threads can be on:

- a) the readings or the multi-media items
- b) full class or group discussions
- c) current events related to the themes of the seminar
- d) glossary items (definitions of key terms)