

**SELECTED TOPICS IN LAW AND JUSTICE III: ECONOMIC SOCIOLOGY
OF LAW**

Prof.: Dr. Julian Hermida

Course number: JURI 4836 A E (3 credits)

Prerequisites: JURI 1105 or JURI 1106/1107, 2106/2107 & 2426 (min 60%) & permission of chair and instructor.

Teaching hours: Remote synchronous/asynchronous (Synchronous classes: Mon. 7 pm)

Term: Winter

Office: SH 401

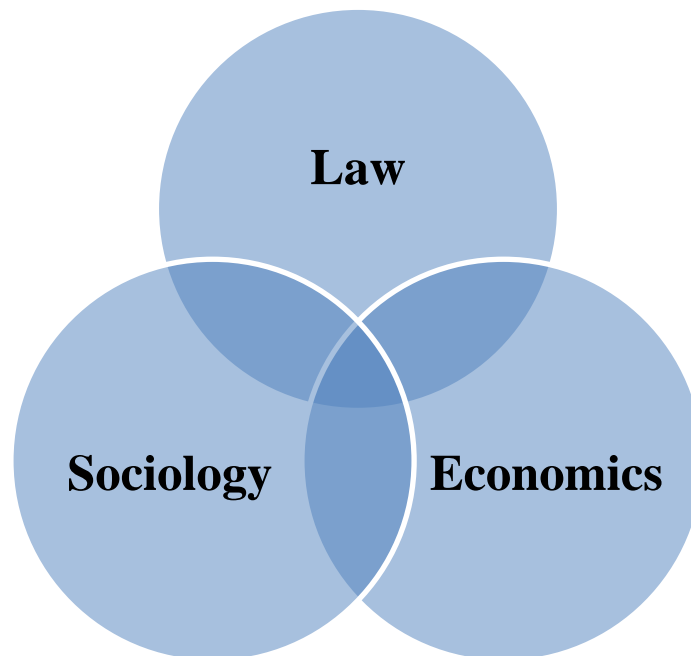
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JOURNEY OF DISCOVERY
(Formerly known as course description)



This course examines the role that law and regulations plays in the economic sphere. It deals with the functions of legal institutions in the economy as well as the relation of law and economy to other spheres of society. It explores empirical, analytical, and normative insights to critically evaluate the relationships between legal and economic phenomena. The course is located in a wider socio-legal tradition and identifies common ground between economic and sociological approaches to the study of law, economy, and society.

LEARNING OUTCOMES

(formerly known as learning objectives (goals) of the course)

If you actively engage in this journey, upon its successful completion you will be able to:

- examine the role that law and regulations plays in the economic sphere;
- critically evaluate the functions of legal institutions in the economy and the relation of law and economy to other spheres of society;
- critically evaluate the relationships between legal and economic phenomena
- critically reflect on news on the regulation of the economy;
- read academic texts on the regulation of the economy deeply; and communicate basic arguments effectively both orally and in writing; and
- make connections to theories, readings, class discussions, and class activities when analyzing the regulation of the economy; and theorize, generalize, and hypothesize on these issues.

These will be the learning outcomes –what you will take out of this voyage of high adventure, if you actively engage in it.

WHAT WE WILL DO IN OUR JOURNEY OF DISCOVERY

We will resort to a myriad of exciting activities, which will include group discussions, Socratic dialogues, cooperative group problem solving, games, analysis of video segments depicting scenes relevant to legal education issues, debates, construction of web sites, online searches of academic materials, interpretation and production of audiovisual materials, group presentations, and analysis of texts from all over the world. I have also prepared reading guides to help you navigate through the texts and to help you focus on the fundamental issues of each text.



ITINERARY
(formerly known as course outline by week)

Class	Topic	Readings
Class 1 Jan. 9	Introduction and orientation Sociology of Law The Sociological Method Law and Economics	Syllabus and FAQ from the website Paul Rubin, Law and Economics https://www.econlib.org/library/Enc/LawandEconomics.html
Class 2 Jan. 16	Economic Sociology of Law Hegemonic discourse	Dobbin, F. (2007). "Economic Sociology" pp. 319-331 in Twenty-First Century Sociology: A Reference Handbook, edited by Clifton D Bryant and Dennis L Peck. Thousand Oaks, CA: Sage.
Class 3 Jan. 23	Legal regulation of the economy. Theories of regulation. Lex mercatoria	Shleifer, Andrei. 2005. "Understanding Regulation." European Financial Management 11 (4): 439-451. Market Regulation, Principles of Managerial Economics by Saylor Foundation, 2016 Economics
Class 4 Jan. 30	Legal regulation of the economy in the news	News articles on the legal regulation of the economy
Class 5 Feb. 6	Globalization and post-industrial society/ Asset management funds.	Farhad Manjoo (2022), What BlackRock, Vanguard and State Street Are Doing to the Economy New York Times
Class 6 Feb. 13	Law reform	Samuel Bufford, International Rule of Law and the Market Economy - An Outline, 12 Sw. J.L. & Trade Am. 303 (2006).
Class 7 Feb. 27 (Test)	Midterm test	

Class 8 March 6	An Economic Sociological analysis of property and property crimes	Howsen, Roy & Jarrell, Stephen. (2006). Some Determinants of Property Crime: Economic Factors Influence Criminal Behavior But Cannot Completely Explain the Syndrome. <i>American Journal of Economics and Sociology</i> . 46. 445 - 457. 10.1111/j.1536-7150.1987.tb01992.x.
Class 9 March 13	An Economic Sociological analysis of the law of negligence	Grady, M. F. (1983). A New Positive Economic Theory of Negligence. <i>The Yale Law Journal</i> , 92(5), 799–829. https://doi.org/10.2307/796145
Class 10 March 20	Sociological research and the law	
Class 11 March 27	Distribution of final take-home	
Class 12 April 3	Submission of final take-home	

This is a tentative calendar of what we will do. If class discussions or class activities take longer than originally estimated, I will not cut them short to follow this schedule. I will simply put them off for the following class; or I will reschedule them. Additionally, I may substitute new topics for some of the ones included here, particularly if most of you show an interest for some topics not included in the calendar. Changes will be announced in class. Please note that preparation for these activities also constitutes a fundamental part of the course and is considered an integral part of class instruction. When appropriate, in-class time will be used for preparation for activities, presentations, assignments, and review.

A CONVERSATION ABOUT YOUR LEARNING AND DISCOVERIES (Formerly known as method of evaluation)

Throughout our journey of discovery, we will stop several times so that we can talk about your learning. I will be providing you with formative feedback along the way. There will be plenty of opportunities to experiment, try, fail, and receive formative feedback in advance of and separate from summative evaluation. I will also help you develop metacognitive tools and strategies so that you can assess your own learning progress.

By the end of this journey, you will have showed me what you have taken out of it, what you have learned, and how your thinking has changed. I will be particularly interested in seeing how well you have achieved the journey outcomes. I will want to see if you can perform the learning outcomes in a way which shows creativity, originality, and critical thinking skills, ideally beyond information given in the course.



I will assess the evidence you will show me holistically and synoptically, and I will make a judgment about whether you have attained the intended journey outcomes, and if so –to what level. I will assess your evidence qualitatively and in its entirety –not by adding marks to its various parts. I will be interested in knowing how well you have learned and not how much. My judgement –like any judgement or assessment- will be subjective, but let me assure you that it will not be arbitrary. It will be based on my expertise as both a legal scholar and a teacher, not unlike a juror at a film festival judges films, or a curator judges pictures for a museum exhibition. For this purpose, I will judge the quality of your learning against criteria based on John Bigg’s Solo Taxonomy, which I have posted on the course website and which I will explain extensively in class. To communicate my judgment in a clear way, I will resort to several means, including rubrics.

In order to comply with University policy, which requires a final global examination and some kind of partition of the summative assessment, I have divided the assessment in four parts, even if I do not believe in fragmenting knowledge and assessment. So, **I will be assessing how well you have achieved the intended learning outcomes through your active class participation evidenced through a portfolio of class activities, which is worth 40% of your final grade, a test worth 30% of the final grade, and the global-take home evaluation, which is worth 30%.** This syllabus includes a chart that translates the SOLO taxonomy levels into grades according to University policy. For further clarification, there is no conflict between University policy and the SOLO taxonomy. University policy is a general framework; and the SOLO taxonomy is a specific instrument, which I use to implement the general University framework.

Summary of the assessment

Evaluation tool	Grade weight	Deadline
Portfolio	40%	Every class. Submission: last class activity.
Test	30%	March 6, 2023
Final Global take-home evaluation	30%	April 3, 2023

Class participation evidenced through a course portfolio

You are expected to get actively involved with the class activities, to critically analyze the proposed problems and situations, and to complete all reading and written assignments. Each of you is expected to write down your answers to the class activities, even if you work in small groups, and to keep all activities in a portfolio. You have to keep all your class activities in a portfolio. On several occasions throughout the course, I will ask you to hand in the class activities or the entire portfolio for me to give you formative feedback.

Evaluation criteria for class participation (course portfolio)

I will assess whether and how well you have achieved the learning outcomes of the course for the class participation component of the grade according to the following five levels of John Bigg's Solo taxonomy.

Pre-structural

The student does not participate actively in most classes. The student does not show that he/she has read the assigned texts. The student does not participate in an appropriate manner that contributes to class discussions and does not show a positive attitude toward his or her classmates, the instructor, and the activities. The student does not work in small groups and does not volunteer to lead activities, debates, and debriefs. The student seldom asks questions in class.

The student responses to the class activities contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the class activities does not show an understanding of the issues dealt with.

Unistruktural

The student participates actively in most classes. In most classes, the student shows that he/she has read the assigned texts. The student generally participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works in small groups, but does not always volunteer to lead activities, debates, and debriefs. The student sometimes asks useful questions that contribute to the development of the class and fosters collective understanding or usually asks simple questions that do not contribute to the development of the class.

The student responses to the class activities contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the legal issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. In most class activities, the student can identify and list the legal issues or questions presented in class. The response to the class activities does not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The student participates actively and meaningfully in most classes. In most classes, the student shows that he/she has read the assigned texts and that he/she has reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs on most classes. The student generally asks useful questions that contribute to the development of the class and fosters collective understanding.

The student responses to the class activities contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure in the class activities is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. In most class activities, the student can enumerate, describe, combine, and list the legal issues or questions presented in class. The student uses some of the relevant data.

Relational

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts quite deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class or most classes. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. In every class activity, the student can focus on several relevant aspects, but these aspects are generally considered independently. Response to the class activities is a collection of multiple items that are not always related within the context of the exercise. In all class activities, the student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the legal issues or questions presented in class. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem.

Extended abstract

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. In every class activity, the student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. In every class, the student can link and integrate several parts, such as class activities, readings, class discussions, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CLASS-ROOM TEST

The class-room test will aim at testing functional knowledge of the problems and issues discussed in class.

GLOBAL TAKE-HE EVALUATION

The purpose of the global take-home evaluation is to assess whether and how well you have achieved the intended learning outcomes. The global take-home examination will be distributed as determined in the class schedule below and you will have to submit it in class on **April 3, 2023 by 10 pm.**

Evaluation criteria for the global take-home evaluation and for the in-class test

I will resort to the Solo taxonomy to judge how well you have achieved the learning outcomes in the global take-home evaluation and the in-class test.

Pre-structural
The student responses to questions and problems contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the questions and problems does not show an understanding of the issues dealt with.
Unistructural
The student responses to the questions and problems contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the legal issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. The student can identify and list the legal issues or questions discussed in class. The responses do not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.
Multi-structural
The student responses to questions and problems contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. The student can enumerate, describe, combine, and list the legal issues or questions presented in class. The student uses some of the relevant data.
Relational
Response to the questions or problems is a collection of multiple items that are not always related within the context of the exercise. The student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the legal issues or questions presented. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem. The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. The student can focus on several relevant aspects, but these aspects are generally considered independently.

Extended abstract

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. The student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. The student can link and integrate several parts, such as class activities, readings, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CONVERSION OF GRADING SYSTEM

In order to comply with University policy, which we will all abide by, and in order to facilitate the reading of the SOLO taxonomy, the following chart translates the SOLO taxonomy's five levels into the University grading scheme. As you can see, the descriptions of the levels of the SOLO taxonomy and the University grading scheme mean the same, even if they are expressed in different terms.

SOLO Taxonomy	Grade	Percentage of Grade Value	Definition	
Extended abstract	A	80-100	Exceptional Performance	Comprehensive knowledge in depth of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles.
Relational	B	70-79	Good Performance	Thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.
Multistructural	C	60-69	Satisfactory Performance	Basic understanding of the breadth of principles and material treated in the course and an ability to apply and communicate that understanding competently.
Unistructural	D	50-59	Minimally Competent Performance	Adequate understanding of most principles and material treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.
Pre-structural	F	0-49	Inadequate Performance	Inadequate or fragmentary knowledge of the principles and material treated in the course, or failure to complete the work required in the course.

Please note that in many cases, you may perform at a level in some aspects of a certain evaluation component of the course and at a different level in other aspects. In those cases, for the purpose of the summative assessment, I will determine which level is most representative of your learning. Strategic answers and interventions will be considered at the surface level, i.e., unistructural or multistructural.

RESOURCES

You will need to read all the articles listed above deeply. You are responsible to get them from the Library databases. You must read these texts and any other text which you may find it necessary to prepare to participate in class. A web site is available at <http://www.julianhermida.com>. You will be able to explore and consult the class activities and other useful information. **You must regularly check both the course website and your Algoma University email account.**

I am here to guide you all throughout this journey of discovery. Think of me as your expedition experienced companion, i.e., someone who has travelled this route several times before, but is still amazed at the wonders discovered along the route.

RULES AND POLICIES

The journey may only be successful if you engage in it; and if you work honestly and enthusiastically. Since this is a collective journey, you also need to follow certain rules and policies so that the journey will be fair and fruitful for all. Here are the rules and policies. They may sound strict. They are. But, trust me, they have been conceived so that the journey is as smooth and productive as possible.

OFFICE HOURS POLICY

I do hope you will come to my office. It is a chance to get to know each other and to talk about the course, assignments, tests, study strategies, or whatever else you would like to discuss. Come individually or with friends. I am also available to write letters of reference and to help you plan for future graduate studies or a professional career. Also, if you find yourself having difficulty with anything in the course, please do come. But, remember, you do not have to have a problem to see me. I try to make myself available as much as possible. Because I teach many other courses, most of which are usually quite large, and because I am the academic advisor of many Law and Justice students even if they are not taking a course with me this semester, my office is generally busy. So, if you want to discuss something very important, difficult, or lengthy, it is a good idea to let me know in advance that you want to see me so that I will make sure that I will set aside some time for you within or outside my office hours. Also, if my office hours are impossible for you, please let me know so that we can make an appointment for another time. In addition to regular

office hours and seeing me by appointment, I will every so often end class 5 minutes early and invite students who have questions to meet with me right then and there.

WRITTEN ASSIGNMENT POLICY

Unless otherwise authorized by me in writing, all writing assignments must be submitted personally in hard copy IN CLASS on the due date. For further clarification, written assignments submitted to the Faculty Secretaries, left in my mailbox, sent by email, or slid under my office door, will not be accepted for marking, and you will not receive any credit. Unless I have approved an extension in writing, at my discretion, written assignments submitted after the deadline will either not be accepted for marking, or will be accepted for marking with late penalties. Late penalties will be as followed. If the written assignment is submitted the class following the deadline, a 25% late penalty will be deducted from the mark. A 50% late penalty will be applied to those assignments submitted two classes after the deadline, and no mark will be given if submitted after two classes following the deadline. In those exceptional cases where I grant an extension, you will have to submit your assignment personally IN CLASS on the new specified date. I will return all written assignments as soon as possible given the number of students registered in the course. Whenever feasible, I will try to return tests and other written assignments the class following the scheduled date for the test or the deadline for submission, respectively. You are expected to get the assignments back from me that class. If you did not come to class, you will have to come to my office during my office hours to get your test or written assignment back. I will presume you did not attend class if you did not get your assignment from me when I distributed them. It is your responsibility to keep a backup copy of each assignment that you submit.

UNIVERSITY ATTENDANCE POLICY

The general regulations of the university require punctual and regular attendance at the various academic exercises. If there are extenuating circumstances related to an absence, the instructor should be notified in writing. Absences in excess of 20% may jeopardize receipt of credit for the course. **Given the nature of the course, I will strictly enforce this policy.**

ATTENDANCE POLICY FOR THIS COURSE

Your presence and participation in every class are an essential part of the learning process for you and your classmates. Therefore, attendance will be taken at all classes and is mandatory. I will take attendance in a variety of ways, including, sign-up sheets, submission of written activities, and return of assignments. I may also simply write down

the names of those students that I noticed that were absent. Arriving late or leaving early without a proper justification will count as an absence. Forgetting to sign the attendance sheet will constitute an absence. You are expected to let me know if you must be absent due to medical or religious reasons, in which case I will do my best to make the necessary accommodations. **Students that have an absence in more than 20% of the classes will NOT receive credit for this course regardless of the reason for the absence**, including, without limitation, absences due to sports competitions and employment obligations. If you missed classes because you were not registered in the course, those classes that you missed will count as absences in order to calculate this 20% rule. This is because I firmly believe that the class constitutes a unique learning environment and most of what you will learn takes place in class, not in solitude. So missing classes –for whatever reason- will hurt your scholastic performance. For further clarification, participation in sports competitions does not exempt you from attending class or for complying with other course requirements. If your sports activities prevent you from regularly attending class, please consider dropping this course as your grade may be seriously affected. Again, this is so because the course is conceived so that you will learn collaboratively with your colleagues and with my guidance. As a matter of courtesy, I may permit a student athlete to write a test on a different day if there is a conflict with one of their sports obligations, provided the student has regularly worked hard in class. But, this will be considered on a case-by-case basis. I will not normally authorize you to reschedule more than one test in the course. I will not authorize student athletes or any other student to reschedule, or extend the deadline for, the global take-home. **Under no circumstances will a student that missed a class receive credit under the class participation evaluation component for that class.** Written class activities not done in class on the day originally conducted will not be rescheduled or accepted for marking. Written assignments not submitted personally in class on the due date will not be accepted for marking either.

MISSED CLASS POLICY

If you miss class, please don't ask me for notes –let alone to reteach a class during my office hours or over email. This is because I firmly believe that you learn from constructing and discovering knowledge by yourself and through interaction with your peers, not by reading my notes or listening to me. The learning takes place in class through a carefully designed learning environment that I create based on theoretically grounded and empirically supported teaching and learning strategies. It is unique and cannot be reproduced in my office. So, if you missed a class –for whatever reason- you missed a unique learning experience. No one and nothing can make up for that lost opportunity. If the reason for your absence qualifies you for an extension of an assignment or the reschedule of an evaluation under University policy or current legislation, then you will have the remedy afforded to you by such policy or legislation, but the learning opportunity that you missed is irrecoverable.

EARLY FEEDBACK POLICY

Due to the nature of the course, which emphasizes in-class oral and written work, traditional written examinations may not necessarily be evaluated prior to the withdrawal date. Feel free to ask me by email to provide you with a written statement of your standing in the course at any time, including prior to the withdrawal date.

PRIVILEGES: EXTENSIONS, WAIVERS, AND OTHER AUTHORIZATIONS

Extensions, waivers, reschedules, rewrites, make-ups, and extra-credit activities are considered privileges, given on a case by case basis and as a matter of courtesy. For further clarification, I may or may not grant them or I may grant them to some students and not to others, depending on a number of factors. In general, I will only grant privileges in exceptional circumstances. The following are examples of circumstances that may never be considered exceptional: internet outages, computer or printing problems, compliance with a job supervisor's request to do overtime or an extra shift, or sports commitments. You must plan ahead in order to comply with all the course requirements. This means, among other things, not starting your work the night before the deadline. You must request a privilege in writing. If I grant it, you must keep a copy of the privilege given by me in writing. Privileges not requested in writing and not given in writing are not valid. Occasionally, I may give you the possibility of rewriting a written assignment or some questions from a test. If so, you will forfeit that possibility if you did not attend the class when I returned the original tests or the written assignments. Also, you must rewrite the questions from a test – or hand in the rewritten assignment- on the very next class **IN CLASS**. Otherwise, you forfeit your privilege to rewrite the questions from a test or to hand in the assignment. Under exceptional, extenuating, and extraordinary circumstances, I may give you as a final grade a grade that is more than the sum of each evaluation component or I may waive a course requirement other than class participation. I may also give you the possibility of doing activities for extra-credit. If you do not come to class when I distribute the questions or problems for the extra-credit activities, you may not do the extra-credit activities, regardless of the reason for your absence. I may post further rules for extra-credit activities on the course website, which rules may change from time to time. I may also change the attendance policy –or some aspects thereof- in the event classes are interrupted due to a pandemic, or if students have to miss class because of duly documented injury or illness. Please note that medical policies duly adopted by the University and applicable legislation may supersede the rules in this course outline, which is not intended to contradict any such University policy or legislation.

STUDENTS WITH DISABILITIES

Students with disabilities who would like to discuss classroom and/or exam accommodations should contact me as soon as possible.

NO RECORDING

No photography, sound-recording, or videorecording will be permitted during class without permission. Reproduction of class presentations, activities, course notes, or other similar materials are not permitted without prior written consent. In the case of private use by students with accessibility needs, consent will not be unreasonably withheld.

ACADEMIC DISHONESTY

The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Please read the Student Code of Conduct (Academic) on plagiarism and other offences against academic honesty. Please note that any self-misrepresentation in order to avoid attendance, meeting of assignment deadlines, writing of tests or examinations and/or completion of assignments, constitutes academic dishonesty. The following web site contains a complete policy statement on academic dishonesty and attendance. You are encouraged to read it for further clarification: http://www.algomau.ca/uploads/file/pdf/chapter_3.pdf.

TEACHING EVALUATIONS

Please remember to complete the electronic teaching evaluations towards the end of the course. The University considers the evaluation instrumental in assessing teaching. The University will announce the period and instructions for completing the evaluations.

RESEARCH ETHICS

None of the class activities include research involving human beings. However, if you decide that you want to do research involving human beings, such as interviewing or observing, you will need to obtain authorization from the Research Ethics Board BEFORE you start dealing with people. In this case, let me know as soon as possible. I can help you with this process.

INTERNET USE

Many class activities involve doing online searches, reading websites, and posting materials online. You are encouraged to bring to class a laptop, tablet, smartphone, or other electronic device with access to the internet. However, please do not use these devices for any purpose other than to work on the assigned class activity. Any other use is highly disruptive of the learning experience. If you don't have an electronic device with internet access to work with, you may work with a student who has one, use the classroom computer, or go to the computer lab. Please don't feel compelled to buy any device for this class.

TRIGGER WARNINGS

Some materials in this course may be sensitive. Course materials, including lectures, class activities, hypotheticals, scenarios, examples, court cases, and films shown in class, may have mature content, including violent, sexual, and strong language content. Except for newspaper articles and court cases, all class activities are hypothetical and fictitious. Any resemblance to actual persons, institutions, or events is purely coincidental. The views and opinions expressed in the articles assigned for reading in this course are those of the authors and do not necessarily reflect the position of the course professor. Questions, follow-up questions, examples, and comments made within the context of class activities do not purport to state or reflect the opinions or views of the course professor. All such articles, comments, questions, examples, and activities are meant solely to facilitate the discussion and study of Law. They are not meant to advocate or promote any crime or unlawful action. Neither are they meant to advance any ideological perspective. Discretion advised before signing up for this course.

DISCLAIMERS

Trademarks and registered trademarks mentioned in connection with class activities, readings, and assignments are the property of their respective owners. References to trademarks, registered trademarks, commercial products, services by trade name, or real people, living or dead, in the course are for educational purposes only. No claim is made that any such reference constitutes any sponsorship, endorsement, or association of those products, services, or individuals with this course.

FILM COPYRIGHT

If you decide to show a video in class for a class activity or presentation, you must make sure that the University has the copyright to show that video in class, even if it is only an excerpt. This includes videos that you may find online and DVDs that you rent or own. Currently, the University is subscribed to Audio Cine Films and Criterion Pictures, two licensing organizations. Algoma University has also acquired rights to show some films from the National Film Board. **BEFORE** showing a video in class, please make sure that you will be able to show it without infringing copyright law. If in doubt, please ask me. You can also check with the library.

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