Conrad Grebel University College
University of Waterloo
ARTS 140: Lawyering Justice
Winter 2019

Instructor: Lowell Ewert, Associate Professor, Peace and Conflict Studies
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Classroom: CGUC Room 2201, Paetkau Room

Class meeting times: Wednesday nights, 7 – 9:50 pm

Office hours: By appointment is always best, or Wednesdays from 3:30 – 4:30 pm

We acknowledge that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Course description
The creation of a just society requires an honest and accurate analysis of the inequality or injustice identified as well as the preparation of policy responses that can be used to develop solutions that address the issues complained about. This course will prepare students to access and analyze factual information documenting a social, ethical or political problem, and gain experience in using this information to develop a sustainable response that can help repair the harm.

Rationale for course.
Law operates at times both as a sword that creates injustice and causes harm or as a shield that protects. In this course, students will be exposed to general notions of how law or social systems at times may have a discriminatory outcome that either intentionally impacts one group unequally, or subtly justifies and excuses such unequal treatment. The first step in identifying solutions to injustice is an accurate and honest assessment of the inequality or injustice complained about, and the extent, scale, scope, and impact of the problem. Only once an honest assessment has been completed, is it possible to develop policy or legal responses that will be attempt to fix the problem. It is at this point where the most difficult challenge emerges in social justice work – articulating solutions to the problem complained about, without causing more harm in the process through unintended consequences.
Solutions to injustice and inequality, if not committed carefully articulated in writing, based on sound research, usually are not durable and do not stick.

**Concept map**

The concept map is a depiction of a house that is composed of international law as a floor, bookended by domestic law represented as the left exterior wall, custom shown as the right exterior wall, with social practice making up the roof, all of which components are required to create a safe environment for the occupants residing in the house. In the centre of the figurative house is a picture of a group of people “lawyering justice” who are working on computers, writing, or engaging with others on the phone. This concept map is meant to illustrate that effective peace work requires people working within a framework of law, custom and social practice, all of which must be articulated or understood in order for it to stick and be most impactful.

**Learning outcomes**

By the end of the term, with regard to a particular social justice issue, you should be able to:

- Identify credible information and accessible library resources concerning the issue you have selected
- Succinctly summarize the scale, scope and extent of the social justice issue
- Analyse conflicting data and information
- Understand the importance of factual accuracy and precise use of language
- Write and communicate persuasively both orally and in writing about social justice issues
- Collaborate with others to develop compelling arguments for social justice change
- Develop stronger personal appreciation for effective research and writing
Course teaching methodology
This is a seminar course that will include significant class discussion to emphasize critical analysis and reflection. It will not assume that there is one “right” answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable you to develop your own methodology of how to analyse difficult social justice issues. It is assumed that we learn best and internalize lessons learned most effectively in a process of dialogue with each other, the instructor, and other resource materials utilized in class. You must therefore personally wrestle with concepts discussed to benefit from the course. Teaching methodologies that will be used will include:

- Lecture
- Student led presentations in class
- Student questions posed in class
- Small group discussions during class
- Videos clips
- Exercises that challenge students to apply theory to practice
- Collaborative group work
- Discussion of current events relevant to course topics

Required Readings
The assigned readings are meant to provide background to the issues to be discussed in class. You are expected to grapple with the themes of the required readings and recall their salient points. This ability will be tested through online quizzes on the readings prior to class.

Required Texts (available from the University of Waterloo Bookstore)


See LEARN for additional required readings or linked websites. All required reading materials are indicated in the course schedule below.

Course Assessment
- In-class assignments – 10%
- Group collaborative work – 20%
- Quizzes on readings – 15%
- Op Ed – 20%
- Reflection - 10%
- Major research project – 35% (includes class presentation mark of 5%).
Research Support
The library has created a subject guide to help you carry out social justice-related research. You can access this guide here. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing (lhardergissing@uwaterloo.ca), is available at the Conrad Grebel University College Good Library for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

The Writing Centre – Dana Porter Library
The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit this link. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Course Evaluation and Assignments
In-class assignments (10% of overall grade):
In 10 classes, you will be asked to reflect on some aspect of the class, make notes of the discussion, respond in writing to a classmate in the form of peer review, or do a brief reflection on an activity after it is completed. The marks of the highest eight (8) will be recorded. This assignment will be graded as 10/5/0. The notes handed in will receive 10/10 if they indicate a reasonable amount of discussion of the topic (a paragraph or two). 5 means that you submitted something, but that there was insufficient or confused engagement with the question posed. 0 is given if there is no assignment submitted. More detail about expectations for this assignment will be given in class prior to the activity. No make-up assignments will be given and if you miss the class time during which the in-class assignment was given, you may not submit later.

Quizzes on Readings (15% of overall grade):
Effective social justice research and development of credible policy responses to it require careful and precise reading. To challenge students to practice careful reading, nine True/False quizzes (for weeks three through 11) will be administered during the term. Only the marks of the highest seven of these quizzes will count towards the final course grade (the marks of the two lowest grades on a quiz will be discarded for course computation). Students who drafted a quiz will not complete the quiz for the week they authored questions, but will be evaluated for the quiz that week on the basis of the quality of quiz questions submitted. Quizzes will be posted on LEARN for 24 hours and must be completed by 5 pm of the day of class. Each quiz will
test the readings for the upcoming week. Students will have 30 minutes to complete the on-line quiz and you may work in groups of two students of your choosing to complete the quiz. No late quizzes will be accepted.

Group collaborative work (20% of overall grade):
Students will be organized into groups of three with whom each will work with for the entire term. Each group will be responsible for the following activities or initiatives:

- **Group Charter (2%) of overall grade – due January 23.** Each group must collaboratively develop a one – two page group charter which will include a discussion of the issues the charter is meant to address and how the group will resolve them. The group charter should take into consideration the reading assignment on this topic.

- **Careful reading (5%) – due January 30.** Each group will draft one online quiz with randomized questions covering all readings for that particular week, starting with Week 3. Students who draft the weekly quiz will not be expected to complete the online quiz for that week. Each quiz must include the following:
  - Questions – approximately 30 – 40 true/false questions that can be assigned randomly.
  - Answers – noting the page number of the reading on which the question is based.
  - Title – title of each reading assignment listed at the start of the section for each of the questions assigned.
  - Explanation – a one sentence rationale for why this question is important, what unique “understanding” it tests, and why this contributes to the overall comprehension of the reading assignment.

- **Class presentation (13% of overall course mark) – due beginning week 4 and ending week 11.** Starting with week 4, each group will be responsible for leading a one-hour session of the class on the theme and topic listed in the syllabus. The presentation will be graded on a rubric handed out and discussed in class, and will include items such as:
  - Content - how well the general concepts noted in the reading are presented, reviewed, and discussed without simply rehashing the readings.
  - Preparation - how well prepared the group was, and how the workload was shared.
  - Group dynamics between group members.
  - Presentation ability – quality of materials used, creative use of media or other materials.
  - Class management – how was the class encouraged to be engaged in the class session.
  - Application – what practical application was made to contemporary issues or issues researched by classmates.

Op Ed (10% of overall grade) – due February 13:
Students are individually required to draft a 600 word op-ed pertaining to the justice issue of interest, preferably on the topic of your major research. Each student will be asked to present,
and peer review, the draft op-ed with their group to which they are assigned. Starting in week six, students will individually present their op-ed to the entire class. The op-ed should be preceded by several sentences which name and describe the publication, approximate circulation and audience your op-ed is aimed at, including contact details for the publication. More details for this assignment will be provided in class prior to the due date. This assignment must be printed in a hard copy and submitted to the instructor by the due date. The op-ed will be evaluated on the basis of the following attributes.

- Adherence to technical requirements of an op-ed (length, style of writing, etc.).
- Persuasiveness of op-ed.
- General writing attributes – grammar, etc.

**Final Reflection (10% of overall grade) – due March 27:**

Students are required to draft an approximate 1,000 word reflection paper at the end of the term that addresses the following issues:

- What are the challenges of preparing a position on a topic that one is passionate about?
- What is truth?
- How does one address facts that undermine one’s favored political or social response?
- How can one be a passionate advocate for a cause without being blinded by it?
- How might bias harm, or strengthen, a researcher? What are the ethics of identifying bias?
- How does one “balance” conflicting truths?
- What did you learn from the process of peer review utilized throughout the term?
- What peer review aspects worked, or did not work, for you?
- Feel free to address additional issues that relate to your experience in the course this term.

**Major assignment (35% of overall grade) – final version due April 3:**

Students may work individually, or in groups of up to three which they select, on a major project of their choosing. Throughout the term, students will be expected to interact with their classmates in informal peer review that will be structured by the instructor. Beginning on March 20, each student (or group) must present their research to the entire class in an interactive format intended to inform and persuade. The presentation will be evaluated by the course instructor and classmates, which evaluation will be worth approximately 5% of the total course grade (30% for the quality of the project and 5% for the presentation which roughly translates into 15% of 35% awarded for presentation quality). Each project must include the following:

- Proposal and bibliography of at least 10 sources, five of which must be annotated, along with draft one – two page Executive Summary – due February 27. The Executive Summary will be evaluated on the basis of whether it accurately and compelling summarizes the entire paper, so that the reader need read the rest of the paper to understand its key components, factual basis and conclusions.
- Body of major assignment that much include the following, draft of which is due in class on March 13 to enable peer review:
Problem statement of 5 – 7 pages per individual student.
Proposed policy response of 4 – 5 pager per individual student.

- Bibliography, quality of resources used, and quality of footnoting. Footnotes are required. In-text citations will not be accepted.
- Class presentation – beginning week 10, students will be given 10 minutes each to provide a summary of their project which the rest of the class will peer review. Group projects will be give more time. The presentation will be evaluated on factors such as:
  - The quality of the content.
  - Presentation ability, effectiveness of communication, and persuasiveness.
  - Ability to engage the rest of the class in at least some discussion. Presentations that leave little, or no, time for general discussion will be penalized for their ineffective approach to public persuasion.

**Attribution**

Please note that Chicago style footnotes, and bibliography, will be required. In-text citations will not be accepted.

**Assignment Deadlines:**

Late assignments will be assessed an automatic penalty of 5% with an additional 2% penalty assessed per additional weekday (excluding weekends). A valid medical document is required for medical reasons for late submissions.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

**On Campus**

- Counselling Services: counseling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information
Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://www.uwaterloo.ca/academic-integrity) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check the [Office of Academic Integrity](https://www.uwaterloo.ca/academic-integrity) 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://www.uwaterloo.ca/academic-integrity). For typical penalties check [Guidelines for the Assessment of Penalties](https://www.uwaterloo.ca/academic-integrity).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://www.uwaterloo.ca/policies), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://www.uwaterloo.ca/policies).

Accommodation for Students with Disabilities

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.

Weekly schedule

The following course schedule may change from time-to-time to reflect the actual pace of class discussion and movement through course topics. Any changes to this course schedule will be announced in class at least a week in advance, and an announcement circulated on LEARN about changes. It is also possible some readings may change, and if so, changes will also be announced in class and noted on LEARN.

**January 9: Introduction**

Reading assignment: none
January 16: Research methods and practices. The Librarian for Conrad Grebel University College will join us for the first half of the class for an interactive session on effective research.

Reading assignment:

- Chicago Manual of Style Quick Citation Guide
- Chicago Notes & Bibliography
- New York Times op-ed guidelines
- How to write op-ed
- Second New York Times article on op-ed
- Op-ed Project Read Home and About sections.
- Group charter
- Sample group charter

January 23: Introduction to Factfulness and Meaning.

Class will initially meet for Community Supper at Conrad Grebel University College, at 5:20 pm, for supper, and to hear a presentation on “youth-led research supporting social change in Haiti.” Each student who is not a resident of Grebel must pay $10 for supper.

Reading assignments:

- Banality of Evil, pgs. 1 – 23.
- Factfulness, pgs. 1 – 46

Assignments due:

- Quiz 1
- Group Charter

January 30: Thinking Carefully and Accurately

Reading assignments:

- Banality of Evil, pgs. 25 - 39
- Factfulness, pgs. 47 – 74

Assignments due:

- Quiz 2
- Quiz drafting exercise completed
- Group 1: Class presentation
- Draft op-ed due for peer review

February 6: Explaining and Excusing

Reading assignments:

- Banality of Evil, pgs. 41 - 62
• Factfulness pgs. 75 – 100

Assignments due:
• Quiz 3
• Group 2: Class presentation

February 13: Exploring Truth Honestly
Reading assignments:
• Banality of Evil, pgs. 63 - 86
• Factfulness pgs. 101 – 123

Assignments due:
• Quiz 4
• Group 3: Class presentation
• Final op-ed due
• Op-ed class presentations begin for rest of term

February 18 – 22: Reading Week, no class

February 27: The Size of Evil
Reading assignments:
• Banality of Evil, pgs. 87 - 116
• Factfulness pgs. 124 - 143

Assignments due:
• Quiz 5
• Group 4: Class presentation
• Proposal and bibliography due
• Executive Summary due

March 6: Generalizing Good
Reading assignments:
• Banality of Evil, pgs. 119 – 150.
• Factfulness pgs. 144 – 165.

Assignments due:
• Quiz 6
• Group 5: Class presentation
March 13: Just the Way it is
Reading assignments:
- Banality of Evil, pgs. 151 – 182.
- Factfulness pgs. 166 – 184.

Assignments due:
- Quiz 7
- Group 6: Class presentation
- Draft major project due for in class peer review

March 20: Perspective Matters
Reading assignments:
- Banality of Evil, pgs. 183 – 206.
- Factfulness pgs. 185 – 203.

Assignments due:
- Quiz 8
- Group 7: Class presentation
- Major project presentations begin for rest of term

March 27: Factfulness in Practice
Reading assignments:
- Banality of Evil, pgs. 207 – 217.
- Factfulness pgs. 204 – 255.

Assignments due:
- Quiz 9
- Group 8: Class presentation
- Final reflection due

April 3: Summary class, wrap up, student presentations
No reading assignment.

Assignments due:
- Final draft of Major project due