

(2017-2018 Dodge)

NOTE: Please note that this seminar runs over both Term One and Term Two. Entry into the Systemic Justice 493.6 seminar is by selection by the course instructor. Students who wish to be considered are asked to send an email to Amanda Dodge amandakdodge@gmail.com outlining the reasons for their interest in the course and describing any relevant experience. Please indicate whether or not you have previously been registered in the Intensive Clinical Law course. Students may also wish to attach their cv or resume. The deadline for submission of the email application is **FRIDAY, JULY 14, 2017**. Applicants will be informed by July 24 of their acceptance in the seminar.

Calendar Description: This 6-credit unit course examines the root causes of injustice. We seek an understanding of power and how it aligns along hegemonic structures. We observe how social hierarchies play out in institutions as well as in the lives of individuals. We learn how sociological, psychological and economic forces perpetuate hegemonic structures, even by the oppressed themselves. We consider the causal connection between hegemonic power dynamics and the incidence of injustice/creation of legal problems experienced by marginalized peoples. We examine specific instances of injustice and legal problems which have systemic origin and propagation. Understanding how these power dynamics are created and are perpetuated allows us to understand how they can be changed and a more just world pursued. We look at the role of the law in pursuing equitable systemic changes and then at the role of the lawyer seeking greater social equity. Students enrolled in this year-long course attend weekly seminars and are engaged in experiential learning outside the seminar, placed with CLASSIC's Systemic Initiatives Program (SIP). Students will work on SIP projects which address systemic barriers facing marginalized people by engaging in policy and legislative advocacy, community based education and research to support advocacy efforts.

Prerequisite: None. Preference will be given to students who have already completed the Intensive Clinical Law course.

Detailed Description: Course participants seek an understanding of power and how it aligns along hegemonic structures. We observe how social hierarchies play out in institutions as well as in the lives of individuals. We learn how sociological, psychological and economic forces perpetuate hegemonic structures, even by the oppressed themselves. We consider the causal connection between hegemonic power dynamics and the incidence of injustice/creation of legal problems experienced by marginalized peoples. We examine specific incidences of injustice and legal problems which have systemic origin and propagation. Understanding how these power dynamics are created and perpetuated allows us to understand how they can be changed and a more just world pursued. We look at the role of the law in pursuing equitable systemic changes and then at the role of the lawyer seeking greater social equity. Students enrolled in this year-long course attend weekly seminars and are engaged in experiential learning outside the seminar, placed

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Course materials: All materials and resources required for this course will be provided in electronic format and available in PAWS.

Teaching and Assessment: Students are expected to attend and participate in weekly, two hour seminars. Students write six journal entries reflective of their systemic project placement, the course materials and seminar discussions. Students write a major paper on a substantive topic of their choice and present them to the class at the end of the year. Students select one or two SIP projects to be involved in, to which they are expected to devote at least 3 hours per week. Their participation in the SIP project will range from research and writing to support legislative advocacy or test case litigation, to direct involvement with community-based education and empowerment.

Systemic Initiatives Program: Through community consultation and collaboration, CLASSIC's Systemic Initiatives Program (SIP) projects identify and address systemic issues which create unjust outcomes for marginalized people in Saskatchewan, with a particular focus on recipients of social assistance, inmates, and people living with disabilities, with priority given to Indigenous people across these categories. Students will be assigned a placement within a SIP project at CLASSIC, for which they will be expected to devote at least 3 hours per week. Through their work on SIP projects, students may have opportunities to be involved in advocacy toward policy and legislative reform, test case litigation, grassroots community organizing, raising public awareness, education to empower community members and more.