



SOCY 458 LAW & IDEOLOGY

COURSE LOCATION & TIME

| | |
|------------------------|--|
| Semester: | Winter 2024 (January to April 2024) |
| Credits: | 3 |
| Modality: | On campus, in person. |
| Pre-requisites: | Entry to fourth year courses is restricted to students who have been admitted to the honours program in Sociology. |
| Class times: | 2:30 to 5:30 PM Mondays |
| Location: | Mackintosh-Corry Hall, Room C-508 |

INSTRUCTOR

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|------------------------|--|
| Professor: | Dr. Fiona Kay, Ph.D. |
| Office address: | Room D-527 Mackintosh-Corry Hall |
| Office hours: | 2 to 3 PM Tuesdays and 1 to 2 PM Thursdays (you are welcome to drop by during office hours – no appointment needed), or by appointment outside office hours. |
| E-mail: | kayf@queensu.ca |
| Website: | http://www.queensu.ca/sociology/people/faculty/fiona-kay |

ABOUT THIS COURSE

DESCRIPTION

This course explores the relationship between law and ideology with particular reference to current controversies, legal reasoning in substantive areas of law, and how law operates as a method of social control, a challenge or reinforcement of concentrations of power, and a facilitator of social change. The principal goal of this course is to help you develop an understanding of the role of sociological theory and research in understanding law in global context. We will examine a variety of topics across national boundaries, including: bases of social inequality before the law, Indigenous peoples and the law, religion's connection to law, people's legal consciousness, the behaviour of law, litigation, legal professions, international law, and justice movements.



FORMAT

This course is an upper-level discussion seminar. During the first 2 weeks, I will lead things off by briefly providing an introduction and context to the day's topics. The rest of the class session will consist of discussion of the readings, the ideas they raise, and the application of those ideas to contemporary events in your lives or in the world at large. Starting in week 3, you will be responsible for leading a portion of the seminar by working in teams of 2-3 students and using the readings as a starting point for broader discussion.

MATERIALS

There is no textbook. Typically, each week has 3 readings. Materials are available at the course onQ site (See **Course Reserves**). For each class session, you are expected to have completed readings and to come to class prepared to discuss them.

SUGGESTED TIME COMMITMENT

You can expect to spend approximately 9 hours a week in class and studying for this course. This will include the time you spend in class, studying course material, and preparing assignments and exams. You are encouraged to use a **term at a glance** and a **weekly study schedule** (visit [SASS for more information or assistance](#)) that distributes the hours per week and avoid 'cramming.' This way you will be more likely to complete the course successfully and remember what you learned longer.

ATTENDANCE

Attendance is important in a seminar course. But I understand that sometimes students need to miss a class. Do not worry if over the course of the semester you need to miss a class. Missing more than 2 weeks, however, is likely to impact your grade.

FEEDBACK

Early in the course (week 4), you will be invited to complete an anonymous survey through onQ. The survey solicits feedback that will enable the instructor to adjust the learning environment for you **while you are in the course!**


LEARNING OUTCOMES

1. **Describe** the role of international bodies (e.g., UN and international criminal court) in regulating trade, environment, and human rights.
2. **Explain** how sociological theories of law connect to culture, social structure, political power, and rights.
3. **Explore** the concept of legal subjectivity by integrating your learning experiences in connection to law.
4. **Examine** your responsibility to address human rights violations through understanding instances of discrimination in law.
5. **Develop** skills in research, critical thinking, public speaking, and collaboration in relation to the creation and impact of law.
6. **Assess** law's impact globally to uncover instances of international cooperation, exploitation, and progressive reforms.


ASSESSMENT

| Learning Outcomes | Element | Date(s) Due | Percentage |
|-------------------|---------------------|---|------------|
| 1-6 | Team-led seminar | Sign up form due by 11:59 PM Friday 12 January (see Week 1 survey in onQ). | 15 |
| 1-6 | Class participation | Weekly | 15 |
| 1-5 | Essay | Essay questions will be distributed 22 January. Due by 11:59 PM Wednesday 20 March. | 35 |
| 4-6 | Final exam | Exam schedule | 35 |
| | Total | | 100 |

Team-led seminar: You will work in teams of 2 to 3 students to lead a seminar in an exploration of the week’s topic and readings. You have a lot of freedom to decide how you want to organize the seminar session. The assigned readings offer a starting point. You are invited to introduce current events, news reports, and other readings/videos/podcasts you find relevant to round out the week’s topic. You can offer a presentation of the main themes from the readings, raise discussion questions in the full class forum, organize debates, propose problems for groups to tackle and then report back to the class, and/or share short videos for discussion.

 The **goals** are: 1) to explore how the week’s topic is of importance, 2) to identify the real-world problems involved, and 3) to foster critical, creative, and practical thinking among your peers. I have listed a topic for each week in the syllabus, but you can take the week’s topic in a variety of directions with your own questions, analysis, and inspired thinking.

- Each team will be responsible for 1.5 hours of the seminar period. You will be surprised how fast the time goes with activities planned.
- During the first week, you will have an opportunity to sign up for your team’s topic and date. You are welcome to visit me during posted office hours or to schedule a meeting to discuss your team’s ideas and plans. Team-led seminars begin in week three.

 The **class format:** As of week 3, class will start with a one-hour discussion of the readings. I recommend you bring the week’s readings to class (either on your laptop or tablet or as a paper copy) as well as *at least* one comment and one question that the readings raise for you. After the first hour, we will take a 20-minute break—when you can go outside, have a coffee, or enjoy a snack—and return for the second part of our class. The last hour and a half of class will be dedicated to the team-led seminar.

Class participation: You are expected to attend class, read assigned course material before class, and prepare for and participate in classroom discussions. Below is a more detailed rubric. But there's nothing mysterious here—if you do the readings and participate in a thoughtful way week in, week out, you will do well.

💡 To receive a high grade for class participation, students will be expected to:

- Make spoken (or, when appropriate, written) contributions to discussions about the assigned readings that demonstrate critical engagement with the texts. There is no number of required comments that will garner a certain grade. One thoughtful and informed comment is valued more highly than five irrelevant or poorly informed comments.
- Contributions include answering discussion questions; posing questions; making connections between texts; sharing thoughts prompted by the texts; making connections between the texts and contemporary events; etc.
- Engage in a respectfully manner with classmates: this includes expressing disagreement in collegial, constructive ways.

Written assignment: consists of a 20 to 25-page research essay (double-spaced and typed) in response to one of 4 questions. Your essay should draw on course readings as well as additional library research. You may choose to write the essay either on your own or in collaboration with a classmate.

Final exam: consists of short-answer and essay-style questions.

GRADING METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

| Letter Grade | Percentage | Grade Point Equivalent | Description |
|--------------|--------------|------------------------|---|
| A+ | 90-100 | 4.3 | Exceptional, outstanding, and excellent / superior performance. Normally achieved by a minority of students. Work shows mastery of subject matter, offers original insight, and/or goes beyond course expectations. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. |
| A | 85-89 | 4.0 | |
| A- | 80-84 | 3.7 | |
| B+ | 77-79 | 3.3 | Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in another area. Work indicates a good command of the skills needed to work with course material, and full engagement with course requirements and activities. |
| B | 73-76 | 3.0 | |
| B- | 70-72 | 2.7 | |
| C+ | 67-69 | 2.3 | Satisfactory or minimally satisfactory. These grades indicate satisfactory performance and knowledge of the subject matter. Adequate comprehension of course material and the skills needed to work with the course material. Student has met basic requirements for completing assigned work. |
| C | 63-66 | 2.0 | |
| C- | 60-62 | 1.7 | |
| D+ | 57-59 | 1.3 | Marginal performance. Wrote final examination and completed course requirements. Work indicates minimal command of the course materials and/or minimal participation in class activities. Some serious difficulties. Minimal pass. |
| D | 53-56 | 1.0 | |
| D- | 50-52 | 0.7 | |
| F | 49 and below | 0.0 | Failure is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit toward the degree. |

LATE POLICY

Written assignments are due on the due dates specified in the syllabus. After the due date, a **5%** penalty per day applies, including weekend days (The late penalty is intentionally light to provide students with flexibility while being fair to other students). After 7 days, including weekend days, essays will not be accepted and will receive a grade of zero.

OTHER GRADING MATTERS

Grade Reappraisal: If you wish to have an assignment re-graded, I encourage you to first meet with me for clarification and additional feedback. If after the meeting, you still feel the essay grade is unfair, you may submit a written request via email to me outlining why you think the assignment deserves a different grade (*Helpful tip:* try to craft a paragraph that highlights the strengths of your essay so I can read the essay in a new light). The request must reference the comments I provided. *Please Note:* the grade can go up, down or stay the same. Grade reappraisals must be submitted within 2 weeks of the grade posting in onQ.

COURSE TIMELINE

Week 1: 8 January

Introduction

- Vago, Steven and Steven E. Barkan. 2021. *Law and Society*. Routledge. Chapter 3, “The Organization of Law.” (pages 61-92).
- Conti, Joseph A. 2021. “Relational Sociology and Comparative Law.” *The American Journal of Comparative Law* 69(4): 636–63.

➔ **Reminder:** Complete Week 1 survey to sign up for **team-led seminars** by 11:59 PM Friday 12 January in onQ.

Week 2: 15 January

Race and law: Racial threat, US Chinese exclusion laws, and Canadian Japanese internment

- Calavita, Kitty. 2006. “Collisions at the Intersection of Gender, Race, and Class: Enforcing the Chinese Exclusion Laws.” *Law & Society Review* 40(2): 249-81.
 - Duxbury, Scott W. 2021. “Who Controls Criminal Law? Racial Threat and the Adoption of State Sentencing Law, 1975 to 2012.” *American Sociological Review* 86(1): 123-153.
 - Vallianatos, Mary Anne. 2021. “Marginal Citizens: Interracial Intimacies and the Incarceration of Japanese Canadians, 1942–1949.” *Canadian Journal of Law and Society*. 37(1): 49-67.
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Week 3: 22 January

Indigenous peoples and law: Australia and Canada

- Chalmers, Shane. 2020. “Terra Nullius? Temporal Legal Pluralism in an Australian Colony.” *Social & Legal Studies*. 29(4): 463-485.
- Do, Minh, and Robert Schertzer. 2023. “How Should Courts Respond to Political Questions? Exploring the Dialogical Turn in the Supreme Court of Canada’s Federalism and Indigenous Case Law.” *Law & Social Inquiry* 1–31. doi: 10.1017/lsi.2022.89.
- Grammond, Sébastien. 2022. “Recognizing Indigenous Law: A Conceptual Framework.” *Canadian Bar Review* 100(1): 1–25.

➔ **Reminder:** The essay assignment will be posted in onQ today.

Week 4: 29 January

Law and gender: Abortion, anti-FGM/C law, and ‘marriage’

- Fernández, Juan J. 2021. “Women’s Civil Rights and the Worldwide Liberalization of Abortion on Demand and for Socio-Economic Reasons.” *The Sociological Quarterly* 62(1): 87-120.
- Meroka-Mutua, Agnes, Daniel Mwanga, Susan L. Ostermann, and Joséphine Wouango. 2021. “Coercion Versus Facilitation: Context and the Implementation of anti-FGM/C Law.” *Law & Society Review* 55(4): 587–613.
- Bunting, Annie, Heather Tasker, and Emily Lockhart. 2021. “Women’s Law-making and Contestations of ‘Marriage’ in African Conflict Situations.” *Law & Society Review* 55(4): 614–33.

➔ **Reminder:** Complete **Week 4 anonymous check-in survey** by 11:59 PM Friday 2 February in onQ.

Week 5: 5 February

Religion and law: Religious accommodation, freedom and constitution

- Dufresne, Yannick, Anja Kilibarda, André Blais, and Alexis Bibeau. 2019. “Religiosity or Racism? The Bases of Opposition to Religious Accommodation in Quebec.” *Nations and Nationalism* 25(2): 673-696.
 - Richardson, James T. 2021. “The Judicialization of Religious Freedom: Variations on a Theme.” *Social Compass* 68(3): 375-391.
 - Schonthal, Benjamin. 2022. “The Case for Religious Constitutions: Comparative Constitutional Law among Buddhists and Other Religious Groups.” *Law & Social Inquiry* 47(2): 391-419.
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Week 6: 12 February

Law and social class: Labor law, social insurance, and welfare law (U.S., France, United Kingdom, and Vietnam)

- Somers, Margaret R., and Fred Block. 2005. “From Poverty to Perversity: Ideas, Markets and Institutions over 200 Years of Welfare Debate.” *American Sociological Review* 70(2): 260-287.
 - Nash, Bradley Jr. 2019. “Labor Law Reform and Organized Labor: A Comparative Historical Sociology of Unanticipated Outcomes.” *Humanity & Society* 43(2): 120-139.
 - Nguyen, Tu Phuong. 2020. “Coping with Precariousness: How Social Insurance Law Shapes Workers’ Survival Strategies in Vietnam.” *Law & Society Review* 54(3): 544-570.
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19 February Family Day (no classes)

Midterm Reading Week 20-23 February

Week 7: 26 February

The behaviour of law: Mobilizing law in Brazil and America

- Black, Donald J. 2021 [1976]. *The Behavior of Law*. New York: Academic Press. Pp. 1-36 (For a fuller read of his theory see pages 1-83).
 - Graham, Kristin Tennyson, Marian J. Borg, and Bryan Lee Miller. 2013. “Mobilizing Law in Latin America: An Evaluation of Black’s Theory in Brazil.” *Law & Social Inquiry* 38(2): 322-341.
 - Chappell, Allison T. 2019. “Predicting the Behavior of Law in the Juvenile Court: A Focus on Noncompliance Cases.” *Crime and Delinquency* 65(8): 1027–49.
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Week 8: 4 March

Legal consciousness: Chinese migrant workers and Hawaiian cockfights

- Ewick, Patricia, and Susan S. Silbey. 1998. *The Common Place of Law*. Chicago, IL: University of Chicago Press. Chapter 3, “The Social Construction of Legality,” pages 33-53.
 - Young, Kathryn M. 2014. “Everyone Knows the Game: Legal Consciousness in the Hawaiian Cockfight.” *Law & Society Review* 48: 499-530.
 - He, Xin, Lungang Wang, and Yang Su. 2013. “Above the Roof, Beneath the Law: Perceived Justice behind Disruptive Tactics of Migrant Wage Claimants in China.” *Law & Society Review* 47(4): 703–738.
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Week 9: 11 March

Litigation and procedural justice: China, the Middle East, and Japan

- He, Xin, and Jing Feng. 2021. “Unfamiliarity and Procedural Justice: Litigants’ Attitudes toward Civil Justice in Southern China.” *Law & Society Review* 55(1): 104-138.
 - Schaaf, Steven D. 2021. “Contentious Politics in the Courthouse: Law as a Tool for Resisting Authoritarian States in the Middle East.” *Law & Society Review* 55 (1): 139-176.
 - Arrington, Celeste L. 2019. “The Mechanisms behind Litigation’s ‘Radiating Effects’: Historical Grievances against Japan.” *Law & Society Review* 53(1): 6-40.
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Week 10: 18 March

The world’s legal professions: U.S., Ghana, and Qatar

- Dinovitzer, Ronit, and Bryant Garth. 2020. “The New Place of Corporate Law Firms in the Structuring of Elite Legal Careers.” *Law & Social Inquiry* 45(2): 339-371.
- Dawuni, J. Jarpa. 2022. “The Legal Profession in Ghana: From Indigenization to Globalization.” *International Journal of the Legal Profession* 29(1): 75–101.
- Deehring, Melissa. 2020. “The Emerging Legal Profession in Qatar: Diversity Realities and Challenges.” *International Journal of the Legal Profession* 27(3): 219–43.

 **Reminder:** Essay is due by 11:59 PM Wednesday 20 April 2024 in Assignments Folder in onQ.

Week 11: 25 March

International law: International Criminal Court and the United Nations

- Shaffer, Gregory, and Terence C. Halliday. 2021. “International Law and Transnational Legal Orders: Permeating Boundaries and Extending Social Science Encounters.” *Chicago Journal of International Law* 22(1): 168–84.
- Mikkel Jarle Christensen, and Nabil M. Orina. 2022. “The International Criminal Court as a Law Laboratory: Professional Battles of Control and the ‘Control of the Crime’ Theory.” *Journal of International Criminal Justice* 20(3): 699–716.
- Halme-Tuomisaari, Miia. 2020. “Guarding Utopia: Law, Vulnerability and Frustration at the UN Human Rights Committee.” *Social Anthropology* 28(1): 35–49.

Week 12: 1 April

Global social movements and the law: Climate change and labor activism

- Kamphuis, Charis. 2020. “The Transnational Mining Justice Movement: Reflecting on Two Decades of Law Reform Activism in the Americas.” *Canadian Yearbook of International Law* 57: 286–352.
- Vanhala, Lisa. 2020. “Coproducting the Endangered Polar Bear: Science, Climate Change, and Legal Mobilization.” *Law & Policy* 42(2): 105–24.
- Kahraman, Filiz. 2023. “What Makes an International Institution Work for Labor Activists? Shaping International Law through Strategic Litigation.” *Law & Society Review* 57(1): 61–82. doi: 10.1111/lasr.12643.

POLICIES



CLASS ATTENDANCE

Attendance is important in this course. Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

I understand that sometimes students need to miss a class. Do not worry if over the course of the semester you need to miss a class. Missing more than 2 classes, however, is likely to impact your grade.



CONTACTING ME

I enjoy talking with students. Please feel welcome to drop by my office during posted office hours or to schedule a meeting with me. I strive to respond to e-mail messages within 2 working days (48 hours) except weekends.

TIPS FOR EMAIL COMMUNICATION: Treat email as professional correspondence—be polite; address your email with a greeting (e.g., “Dear Professor Kay”); sign your email with a

salutation (“Sincerely”) and your full name. In the subject heading make reference to the course number and topic of your message (e.g., “SOCY458, request for meeting”). When you receive a reply, acknowledge receipt by saying “Thank you for your help” (if a question is answered) or stating agreement (if a meeting time is set). These basic communication skills will be an asset to you in your career beyond university.



ACCOMMODATIONS FOR DISABILITIES

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>



ACADEMIC CONSIDERATION FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

! **Important Message from Dr. Kay:** If you are ever in doubt about whether you are eligible for an extension, please reach out to me.



ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from: a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.



GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Note: I think it is fine to use software or AI tools (e.g., Grammarly, Whitesmoke, LanguageTool, Reverso, Ginger, Hemmingway Editor, Microsoft Word, Grammar Check, ProWritingAid, ChatGBT) to learn how to edit and improve your writing style. That is different than asking AI to generate your essay.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure.
- Understanding the expectations of and role of sources in scholarly writing.
- Integrating sources into your writing (paraphrasing, quoting, summarizing).
- Understanding when and how to cite your sources.
- Managing your time effectively to avoid the need for shortcuts.
- Taking effective notes to ensure accuracy of source material and correct attribution.



USEFUL SUBJECT GUIDES, LIBRARIES AND WEBSITES

Research Journals

Both Stauffer library and Lederman Law libraries (also accessible via on-line through the Queen's University library website) offer the opportunity to search journal articles in sociology, criminology, and law disciplines. The **Sociology Subject Guide** is a terrific starting point! (see course onQ folder, **Helpful Resources**)

Law Library

You will want to venture into the Queen's University Lederman Law Library (on Union Street). The library offers a wealth of books, journals, government reports, statutes and legal codes, and cases. The law librarians are available to help as you learn how to search legal cases and judicial decisions.

Websites:

- Life of the Law: <http://www.lifeofthelaw.org/#&panel1-1>
- Open Global Rights: <http://www.opendemocracy.net/openglobalrights>
- The Society Pages: <http://thesocietypages.org/>
- Public Criminology: <http://thesocietypages.org/pubcrim/>



ACADEMIC SUPPORT

[Student Academic Success Services](#) (The Writing Centre & Learning Strategies). SASS assists students of all levels and abilities to reach their academic goals and write high quality academic content. SASS offers a range of drop-in workshops (on topics such as writing essays, preparing for tests and exams, avoiding procrastination, beating writer's block, coping with stress, public speaking, critical thinking, and more). Details are available at <https://sass.queensu.ca/event-calendar>.

SASS also offers free one-on-one appointments to students to work on academic skills—reading, meeting expectations, managing time, avoiding procrastination and burn-out—and writing—from brainstorming to outlining, drafting, and editing—both online and in-person. You can attend for a speculative or preparatory conversation or bring pieces of completed or partially completed work for advice in *any* Queen's course and for *any* assignment. Appointments can be booked through the SASS reservation system at <http://queensu.mywconline.com>.

Helpful Resources (in onQ): offers a wealth of links, videos, and files to support your learning at Queen's. The folder includes resources to help with:

- effective notetaking
- essay writing
- exam study tips
- library research and reference style
- motivation and procrastination
- organization and productivity
- public speaking and presentations
- grammar, style and structure
- a video about graduate programs and launching your career after graduation.

Take five minutes to explore this folder. So many students have told me that the resources they found here made a big difference to their experience at Queen's and what comes next.
