





This learning unit is not open to incoming exchange students!

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| Teacher(s) | Vincent Sophie ; |
| Language : | French |
| Place of the course | Bruxelles Saint-Louis |
| Prerequisites | <i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i> |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>This course aims to raise awareness of the links between law and gender, by guiding students in writing a paper that answers to a legal question relating to women's rights and, more broadly, gender equality, asked by an association. In this way, students are given the opportunity to work on issues based on requests from civil society, thus strengthening their ability to carry out concrete and in-depth legal analysis.</p> <p>At the end of the course, the student should have addressed and solved, with several of his/her fellow students, a clinical question for a non-profit organization, using the resources in positive law acquired in other courses, deepened in casu. The student should also have written, on the same issue, a critical analysis of about ten pages, which demonstrates a full command of its technical and practical dimensions as well as an ability to make legal resources accessible to an uninformed public, in a clear and synthetic manner.</p> |
| Evaluation methods | <p>The work will result in the same grade for all students in the group concerned. Its evaluation will be based in particular on the rigour of the legal research, the relevance and exhaustiveness of the answers to the question submitted, the handling of its gender dimension, the capacity to transmit legal knowledge to an uninformed public, the methodology and the presentation (including written expression). The brief nature of the expected document, rather than suggesting a simple exercise, should be understood as requiring the development of a particularly clear, structured and widely accessible argument.</p> <p>The participation in the session will intervene, more marginally, in the global evaluation of the work provided by each student. An active presence in the courses and an implication in the collective research will be expected.</p> <p>Consequently, unjustified absence from more than one session will result in automatic passage to the second session, for the submission of the individual assignment.</p> |
| Teaching methods | <p>Participation in the introductory session and four sessions will be mandatory.</p> <p>In addition to these times of collective work, the work will mainly consist of the production of one text. About 10 pages long, it will be written by a group of 2 to 4 students; it will consist of a report to a non-profit organization, addressing a legal issue, whether it is a synthesis of the current state of the law, in its textual dimension as well as its interpretation, or a more prospective response to an unresolved problem.</p> <p>Each group will be autonomous in its organization. Reinforced support for research, reflection and writing will be available, throughout the second semester; regular attendance at (some of) these sessions seems essential to the timely delivery of papers that meet the required quality.</p> <p>The necessary documents will be made available on moodle.</p> |
| Content | <p>The organization of the course reflects the objectives outlined above.</p> <p>In the first semester, there will be an introductory session and two sessions devoted to the cases that students will be asked to take on. These files will relate to distinct branches of law, thus allowing for exploration in both public and private law. The sessions will each focus on clarifying one of the requests made to us by associations in the field and formulating the legal questions that emerge from it. This will be followed by a discussion session with students on the various questions submitted. Following this session, the work groups and the demand they will be required to fulfil will be defined. The professors hope that the definition and distribution of these different elements will be freely and collaboratively determined.</p> <p>In the following weeks, students will be expected to clarify the request submitted by the association, with a view to submitting a first paper on the question at the end of the 1st semester. This 1st work should include a reformulation of the question, the presentation of a structure and the object of the research to come. Prior to submission, a session will be scheduled to answer students' questions and support them in their reflections.</p> <p>During the second semester, there will be a session to correct the first paper, followed by two sessions aimed at continuing the work of clarifying the requests begun in the 1st term, and identifying the gender issues they include through exchanges with legal practitioners who is an expert in the field. A further session will be scheduled before submission of a second paper, which, subject to discussion with the students, will be due on the eve of spring break, March 25, 2024.</p> |

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| | <p>Just after the spring break, a correction session and two sessions will be held. The final paper is due at the end of the second term, on a date to be agreed with the students.</p> <p>Depending on the quality of the work submitted, their presentation could be organized with the students and the organizations to which we will have contributed.</p> |
| Bibliography | <p>Provided with the portfolio of papers as well as through individual and group discussions with the professors.</p> <p>Fournie avec le portefeuille de textes ainsi que par les discussions individuelles de chacun-e et de chaque groupe avec les titulaires.</p> |
| Faculty or entity in charge | DRTB |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Bachelor in Law | DROB1BA | 5 | BDROI1125 |  |
| Bachelor in Law French-Dutch (and French-Dutch-English) | DRNB1BA | 5 | BDROI1125 |  |