
COURSE:	LAWS 3908 C – Approaches in Legal Studies II
TERM:	Winter 2021
PREREQUISITES:	LAWS 2908 and third-year Honours standing. Honours students are strongly encouraged to take this course in the third year of their program.
CLASS:	Day & Time: Fridays from 11:35 am-2:25 pm
	IMPORTANT: This course will be offered entirely online through cuLearn and Zoom. Course delivery will involve a blend of weekly asynchronous Modules and occasional mandatory synchronous learning activities.
	Five <i>mandatory</i> synchronous Workshop Sessions will be held on Zoom during regular class time:
	1) Workshop 1, Friday January 22, 2021, 12:35-2:25 pm
	2) Workshop 2, Friday February 5, 2021, 12:35-2:25 pm
	3) Workshop 3, Friday March 5, 2021, 12:35-2:25 pm
	4) Workshop 4, Friday March 19, 2021, 12:35-2:25 pm
	5) Workshop 5, Friday March 26, 2021, 12:35-2:25 pm
	Room: All Courses in the Winter 2021 term are offered online.
INSTRUCTOR:	Dr. William Hébert
CONTACT:	Office Hrs: By appointment
	Telephone: (613) 520-2600 ext. 8853
	Email: william.hebert@carleton.ca

For any questions related to course content and assignments, please use the public Course Message Board on cuLearn. Use your Carleton email account for all other inquiries. Course Message Board posts and emails will only be answered during regular working hours (Monday to Friday, 9 am to 5 pm Eastern Standard Time (EST)). You should allow for up to 24 hours for a response during the week, and up to 48 hours over the weekend. Please see the “Course Communication” section for more details.

CALENDAR COURSE DESCRIPTION

Advanced approaches to interdisciplinary research and analysis in law and legal studies.

Emphasis on the important role of theory. Approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

COURSE DESCRIPTION

This course offers an in-depth introduction to qualitative research methods in the interdisciplinary field of legal studies. Through a thematic focus on criminal justice research conducted in Canada and the United States, the course will explore the practical, ethical, and theoretical dimensions of qualitative research approaches.

Broadly, the course will highlight how qualitative research can contribute unique and meaningful insights into the social, political, economic, and cultural dimensions of legal phenomena. Specifically, it will emphasize how qualitative approaches are well-suited to investigate how gender, sexuality, race, class, and (dis)ability — among other axes of difference — influence the experiences of persons who come into contact and/or conflict with the criminal justice system.

In the first half of the term, students will learn about the qualitative research design process and the relationship between scholarly literature, theory, and research methods. In the second half of the term, students will become familiarized with three key qualitative methods in legal studies: document analysis, interviewing, and ethnographic field research.

Across the term, the course's asynchronous contents, synchronous activities, and evaluation components will gradually provide students with the skills necessary to not only synthesize and critically evaluate existing qualitative research outputs, but also to develop their own plan for a sound and feasible qualitative study.

LEARNING OUTCOMES

By the end of this course, students should be able to:

1. **Describe, Assess, and Compare** key qualitative methods in the broadly defined interdisciplinary field of legal studies.
2. Incrementally **Design** a coherent, appropriate, and realistic research plan for a socio-legal qualitative study.
3. **Communicate** ideas and **Formulate** persuasive arguments about the social, political, economic, and cultural dimensions of legal phenomena in written and oral forms, by:
 - 3.1. **Selecting, Summarizing, and Synthesizing** pertinent scholarly sources,
 - 3.2. **Critically Examining** scholarly arguments and how they are articulated,
 - 3.3. And **Explaining** how existing literature(s) and theory inform researchers' methodological choices, including one's own.

COURSE FORMAT

This course will be offered entirely online through cuLearn. Course delivery will involve a blend of weekly asynchronous Modules and occasional mandatory synchronous learning activities. Each week, students will be responsible for completing one learning Module. The cuLearn platform for the course will clearly indicate what students are expected to do each week for each Module. It will be up to each student to manage their own weekly schedules and set aside time to view online materials (lectures and other learning tools), do assigned readings, and work on

all course assignments. Students who are comfortable managing their own time, work well by themselves, and are familiar with the cuLearn environment should find that they are well-prepared to take this online course.

Five mandatory synchronous Workshop Sessions will be held on Zoom during regular class time. Students are expected to come to these Workshops having completed required readings and watched lecture videos and other assigned materials. Workshops will feature hands-on learning activities that will assess students' engagement with Module contents and assist them in making gradual progress towards their final assignment (the Take-Home Exam: Research Proposal). To these ends, students will complete graded Worksheets during each Workshop session, to be submitted at the end of each Workshop (see the Evaluation section below for more details). To give students an hour to complete or review the materials assigned for the current and previous Modules, each Workshop will start at 12:35 pm (and not at 11:35 am).

The five mandatory Workshops will take place on the follow dates:

- 1) Friday January 22, 2021, 12:35-2:25 pm: Workshop 1 - From Topic to Research Question, and Question to Design
- 2) Friday February 5, 2021, 12:35-2:25 pm: Workshop 2 - What is a Literature Review? Conducting Effective Library Research in Legal Studies
- 3) Friday March 5, 2021, 12:35-2:25 pm: Workshop 3 - Qualitative Interviewing
- 4) Friday March 19, 2021, 12:35-2:25 pm: Workshop 4 - Observing, Participating, and Taking Ethnographic Fieldnotes
- 5) Friday March 26, 2021, 12:35-2:25 pm: Workshop 5 - Planning for and Conducting your Analysis

REQUIRED TEXTS

Textbook: van den Hoonaard, Deborah K. 2018. *Qualitative Research in Action: A Canadian Primer*. Third edition. Oxford University Press.

Copies of the textbook are available for purchase from the Carleton Bookstore and can be picked up in person or shipped. Please monitor the Carleton Bookstore website for any changes to pick-up methods in response to evolving public health guidelines (<https://www.bkstr.com/carletonstore/home>). If you intend to get the book shipped to you, ensure that you place your order ahead of time and are ready to begin doing required readings at the start of the semester.

Alternatively, e-book versions of the textbook are also available at Vital Source: <https://www.vitalsource.com/en-ca/products/qualitative-research-in-action-deborah-k-van-den-hoonaard-v9780199030064>.

SUPPLEMENTARY TEXTS

Any further required readings and materials will be uploaded to cuLearn or identified as available online.

TECHNOLOGICAL REQUIREMENTS

Students will be required to log in and navigate cuLearn; watch lectures and other videos;

upload written assignments (in a word processor and saved in PDF format) in cuLearn; download and view PDF files; navigate their Carleton email accounts; navigate pages on cuLearn using the mouse or touchscreen functions; and participate in five mandatory synchronous sessions on Zoom.

All students must have regular access to an electronic device with reliable internet access. Students should access the course on cuLearn through a laptop or desktop computer, but some online course components may be accessible with a tablet or cellphone. Students who anticipate that they cannot fulfill the course's requirements because of technological barriers should contact the Instructor immediately.

COURSE COMMUNICATION

For any questions related to course content (including general questions about assignments), please use the appropriate section of the course's public Course Message Board on cuLearn. The Course Message Board will be the primary platform for students to ask questions about the course and find existing answers to their questions. Email inquiries related to course content or assignments will be redirected to the Course Message Board. Please use your Carleton email account for any other inquiries.

Note that Course Message Board posts and emails will only be answered during regular working hours (9 am to 5 pm Eastern Standard Time (EST), Monday to Friday). You should allow for up to 24 hours for a response during the week, and up to 48 hours over the weekend. Students are strongly encouraged to consult with the Instructor and Teaching Assistant (TA) well in advance of assignment due dates.

EVALUATION

Standing in a course is determined by the course Instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the Instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

Detailed instructions for the following evaluation components will be provided on cuLearn. For any questions related to assignments, please post your query ahead of the assignment due date under the appropriate section of the Course Message Board.

Assignment	Weight	Notes	Due Date
<u>Course Outline Quiz</u>	5%	Students will not be able to access weekly course Modules until they have completed the Course Outline Quiz with a minimum grade of 70%.	Sunday, January 17, 2021, 11:59 pm (EST)
<u>Workshop Worksheets</u>	5% each for a total of	There are a total of 5 Workshop Worksheets (5% each) that students will complete across the term. Only the 4 highest marks will count towards their	Completed during Workshops and submitted right after Workshops on the

	20%	final grade (weight of 20%).	following dates: 1) <u>Worksheet 1</u> : Friday, January 22, 2021, 3:00 pm (EST) 2) <u>Worksheet 2</u> : Friday, February 5, 2021, 3:00 pm (EST) 3) <u>Worksheet 3</u> : Friday, March 5, 2021, 3:00 pm (EST) 4) <u>Worksheet 4</u> : Friday, March 19, 2021, 3:00 pm (EST) 5) <u>Worksheet 5</u> : Friday, March 26, 2021, 3:00 pm (EST)
<u>Critical Analysis</u>	10%	The Critical Analysis will consist of a concise summary and analysis of an “exemplar” qualitative research article. Instructions posted on Monday, January 25, 2021	Sunday, February 14, 2021, 11:59 pm (EST)
<u>Annotated Bibliography</u>	15%	The Annotated Bibliography will require students to select, summarize, and link five (5) scholarly sources that will later be integrated in the “literature review” section of their Research Proposal. Instructions posted on Monday, February 8, 2021	Sunday, February 28, 2021, 11:59 pm (EST)
<u>Proposal Defense</u> (short Outline and pre-recorded oral Presentation)	10%	The Proposal Defense will require students: 1) to prepare a short, point form, written Outline of the main sections of their Research Proposal, and 2) to present orally the contents of this Outline during a 5-minutes (maximum) pre-recorded video Presentation. The instructor and TA will provide in-depth feedback on the Outline and	Monday, April 5, 2021, at 11:59 pm (EST)

		<p>Presentation, so that students can address any remaining issues in their Research Proposal.</p> <p>Instructions posted on Monday, March 8, 2021</p>	
<p><u>TCPS 2: CORE</u> (Course on Research Ethics)</p>	<p>5%</p>	<p>Students must complete the Tri-Council "Course on Research Ethics and Training" (TCPS 2: CORE) and submit their Completion Certificate by the stated deadline.</p> <p>The entire training should take no more than 3 hours to complete. Students will be able to go through the training modules at their own pace (progress automatically saved) throughout the term.</p> <p>Instructions posted on Monday, January 25, 2021</p>	<p>Submit your Completion Certificate by Sunday, April 11, 2021, 11:59 pm (EST)</p>
<p><u>Take-Home Exam: Research Proposal</u></p>	<p>35%</p>	<p>The course's final assessment is a Take-Home Exam that will involve preparing a Research Proposal featuring:</p> <ul style="list-style-type: none"> - an Introduction (description of topic, research questions, and objectives), - a Literature Review, - a statement on Theory, - a description and justification of Methods, - and an Analysis and Dissemination plan. <p>The Research Proposal should be 12 to 14 pages long (not including cover-page or bibliography). It must be formatted in Times New Roman 12 points font, double-spaced, with regular margins (1 inch). Any consistent citation style can be employed.</p> <p>Instructions posted on Monday, March 8, 2021</p>	<p>Due during the Formally Scheduled Examination Period</p> <p>Exact date TBD</p>

POLICY ON LATE ASSIGNMENTS

Due dates/times in an online class are brutally firm because they are pre-set into cuLearn down to the very second. Students therefore have to plan to submit things on time. Please note that assignments' due times are set to Eastern Standard Time (EST). **Late assignments will automatically receive a grade of 0, which cannot be changed unless the student has made a formal request for an extension before the deadline using the process outlined below.**

The granting of extensions for **all** assignments is determined by the Instructor who will confirm whether an extension is granted and the length of the extension. **As a general rule, students will only be granted extensions for a period of less than 7 days.** To request an extension lasting less than 7 days, please **complete the Application for a Deferral or Short Extension Form provided on cuLearn.**

Extension requests sent by students **after an assignment's due date will not be granted** (in other words, students will receive a grade of 0 on the late assignment) **unless justified by extraordinary circumstances**, in which case additional information must be provided by the student.

Extensions for longer than 7 days will not be granted unless justified by extraordinary circumstances. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

POLICY ON VIRTUAL CLASSROOM BEHAVIOR

This course engages with potentially challenging topics, some of which can resonate with students on a personal level. These include experiences of sexual, racist, homophobic, colonial, transphobic, ableist, and gender-based violence. Students and faculty share the responsibility of creating and maintaining a learning environment that is intellectually rigorous, respectful, and supportive.

All students are expected to contribute towards an engaging, inclusive, and safe learning environment. During all class-related activities, whether synchronous or asynchronous, students are expected to engage in respectful and courteous communication. In accordance with the [Student Rights and Responsibilities Policy](#), [discrimination and harassment](#) will not be tolerated.

It is a violation of course policy to cut and paste, screen shot, share course content, or post the words of your classmates, TA, or Instructor outside of class without permission. All work submitted in this course must be uniquely your own. When submitting assignments, you are expected to articulate responses in your own words rather than cutting and pasting from course materials without permission (which would be a form of plagiarism).

INTELLECTUAL PROPERTY AND COPYRIGHT POLICY

The course materials posted on this course's cuLearn page are designed for use as part of the LAWS 3908 C course at Carleton University and are the intellectual property of the Instructor (© 2021, William Hébert. All rights reserved.) unless otherwise stated. Unless a users' right in

Canada's Copyright Act covers the particular use, you may not record, copy, publish, post on an internet site, sell, or otherwise distribute this course's content without the Instructor's express permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

SCHEDULE

January 11, 2021	Classes Begin
February 15 – 19, 2021	Winter Break, No Classes
April 2, 2021	Statutory Holiday, No Classes
April 14, 2021	Winter Term Ends (Friday schedule)
April 16 – 27 2021	Formally Scheduled Final Exams

January 11 to 17 2021 — Module 1: Welcome to LAWS 3908

What are qualitative methods in legal studies? Why should you care?

Readings/Materials:

- Read: Course Outline
- Read: Textbook Chapter 1 – “Introduction” (pp.1-10)

Assignment(s):

- Course Outline Quiz (5%) – Complete with minimum of 70% by Sunday, January 17, 2021, 11:59 pm (EST) to access the rest of the course content

January 18 to 24 2021 — Module 2: Qualitative Approaches and Research Design

How do you get started with qualitative research? How do you go from a topic of interest in legal studies to a solid — and feasible — qualitative research plan?

Readings/Materials:

- Read: Textbook Chapter 2 – “Asking Questions and Identifying Goals” (pp.12-132)
- Read: Textbook Chapter 3 – “Strategies for Designing Research” (pp.34-53)

Synchronous Workshop 1 - From Topic to Research Question, and Question to Design:

- Friday, January 22, 2021, 12:35-2:25 pm: Mandatory synchronous (live) Workshop Session

Assignment(s):

- Workshop 1 Worksheet (5%) – Complete during Workshop 1, submit after Workshop 1 (by

Friday, January 22, 2021, 3:00 pm (EST))

January 25 to 31 2021 — Module 3: The Ethics of Qualitative Research

What are the various ethical — and social, communal, and political — responsibilities of qualitative researchers? How can and should ethical commitments translate into research practice?

Readings/Materials:

- Read: Textbook Chapter 4 – “Ethics on the Ground: A Moral Compass” (pp.55-99)
- Read selected excerpts from: Kovach, Margaret. 2017. “Doing Indigenous Methodologies: A Letter to a Research Class.” In *The SAGE Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 5th edition, 214–34. Los Angeles London New Delhi Singapore Washington DC Melbourne: Sage Publications.
- Read: Minkler, Meredith. 2005. “Community-Based Research Partnerships: Challenges and Opportunities.” *Journal of Urban Health* 82 (2): ii3–ii12.

Instructions:

- Instructions for Critical Analysis (10%, due Sunday, February 14, 2021) posted on Monday, January 25, 2021
- Instructions for TCPS 2: CORE training (5%, due Sunday, April 11, 2021) posted on Monday, January 25, 2021

February 1 to 7 2021 — Module 4: Of Theories and Literatures

What is the role of theory in qualitative research? How do researchers draw from, and contribute to, existing literature(s)?

Readings/Materials:

- Read selected excerpts (9 pages total) from: *The SAGE Encyclopedia of Qualitative Research Methods*, edited by Lisa Given. Thousand Oaks, CA: SAGE Publications.
 - “Knowledge” (pp.479-482)
 - “Theory” (pp.877-80)
 - “Theoretical Frameworks” (pp.870-873)
- Read: Cunha, Manuela. 2014. “The Ethnography of Prisons and Penal Confinement.” *Annual Review of Anthropology* 43 (1): 217–233.

Synchronous Workshop 2 - What is a Literature Review? Conducting Effective Library Research in Legal Studies:

- Friday, February 5, 2021, 12:35-2:25 pm: Mandatory synchronous (live) Workshop Session with Legal Studies Librarian Julie Lavigne

Assignment(s):

- Workshop 2 Worksheet (5%) – Complete during Workshop 2, submit after Workshop 2 (by

Friday, February 5, 2021, 3:00 pm (EST))

February 8 to 14 2021 — Module 5: Qualitative Document Analysis

What are ‘unobtrusive’ qualitative research methods? What can the analysis of pre-existing materials — such as archival records, publicly available reports, works of fiction, policies, case law, and online content — contribute to our understanding of various socio-legal phenomena?

Readings/Materials:

- Read: Textbook Chapter 8 – “Unobtrusive Research” (pp.145-156)
- Read: Nelson, Charmaine A. 2017. “‘Ran Away from Her Master... a Negroe Girl Named Thursday’: Examining Evidence of Punishment, Isolation, and Trauma in Nova Scotia and Quebec Fugitive Slave Advertisements.” In *Legal Violence and the Limits of the Law*, edited by Amy Swiffen and Joshua Nichols, 68–91. Abingdon, UK ; New York, NY: Routledge.

Instructions:

- Instructions for Annotated Bibliography (15%, due Sunday, February 28, 2021,) posted on Monday, February 8, 2021

Assignment(s):

- Critical Analysis (10%) – Complete and submit by Sunday, February 14, 2021, 11:59 pm (EST)

February 15 to 19 2021 — Winter TERM BREAK

February 22 to 28 2021 — Module 6: Interviews I

What are qualitative interviews? How do we determine what to ask, how to ask, whether to ask at all, and how to listen? What can partnerships and consultations with communities contribute towards conducting meaningful qualitative interviews?

Readings/Materials:

- Read: Textbook Chapter 6 – “In-Depth Interviewing” (pp.101-122)
- Read: Sterling, Andrea. 2018. “New Risk Spaces, New Spaces of Harm: The Effects of the Advertising Offence on Independent Escorts.” In *Red Light Labour: Sex Work Regulation, Agency, and Resistance*, edited by Elya M. Durisin, Emily van der Meulen, and Chris Bruckert, 94–103. Vancouver, BC: UBC Press.
- Read: Butler Burke, Nora. 2018. “Double Punishment: Immigration Penalty and Migrant Trans Women Who Sell Sex.” In *Red Light Labour: Sex Work Regulation, Agency, and Resistance*, edited by Elya M. Durisin, Emily van der Meulen, and Chris Bruckert, 203–12. Vancouver, BC: UBC Press.
- Watch: Video interview with Nora Butler Burke
“*The Ethical Dimensions of Doing Qualitative Research with Justice-Involved Trans People*”

Assignment(s):

- Annotated Bibliography (15%) – Complete and submit by Sunday, February 28, 2021, 11:59 pm (EST)

March 1 to 7 2021 — Module 7: Interviews II

What can qualitative interviews tell us about the experiences, attitudes, feelings, and perceptions of specific sets of people, and why does this evidence matter? How are qualitative interviews planned and conducted, practically?

Readings/Materials:

- Read: Johnson, John M. 2002. "In-Depth Interviewing." In *Handbook of Interview Research*, edited by Jaber F. Gubrium and James A. Holstein, 103–19. Thousand Oaks, CA: SAGE Publications.
- Read: Quirouette, Marianne, Tyler Frederick, Jean Hughes, Jeff Karabanow, and Sean Kidd. 2016. "Conflict with the Law': Regulation & Homeless Youth Trajectories toward Stability." *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société* 31 (3): 383–404.

Synchronous Workshop 3 - Qualitative Interviewing:

- Friday, March 5, 2021, 12:35-2:25 pm: Mandatory synchronous (live) Workshop Session

Assignment(s):

- Workshop 3 Worksheet (5%) – Complete during Workshop 3, submit after Workshop 3 (by Friday, March 5, 2021, 3:00 pm (EST))

March 8 to 14 2021 — Module 8: Ethnography I

What does ethnographic field research consist of? What are sociological approaches to ethnographic field research, and what can they tell us about how laws, policies, and regulations materialize in everyday life?

Readings/Materials:

- Read: Textbook Chapter 5 – "Observing Social Life Through Field Research" (pp.75-99)
- Read: Gurusami, Susila. 2017. "Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market." *Gender & Society* 31 (4): 433–56.

Instructions:

- Instructions for Proposal Defense (10%, due Monday, April 5, 2021) posted on Monday, March 8, 2021
- Instructions for Take-Home Exam: Research Proposal (35%, due during the Formally Scheduled Examination Period — exact date TBD) posted on Monday, March 8, 2021

March 15 to 21 2021 — Module 9: Ethnography II

What are anthropological approaches to ethnographic field research, and what can they tell us about competing conceptions of (il)legality, morality, and justice? What are the practicalities — and politics — of immersing oneself in an ‘everyday’ social setting and then, of narrating that experience?

Readings/Materials:

- Read selected excerpts of: Ralph, Laurence. 2014. *Renegade Dreams: Living through Injury in Gangland Chicago*. Illustrated edition. Chicago, London: University of Chicago Press:
 - “Preface” (pp.xvii-xxi);
 - “Field Notes: Late Death” and “Chapter 1: Development or Why Grandmothers Ally with the Gang” (pp.19-52)
- Read: Garcia, Angela. 2014. “The Promise: On the Morality of the Marginal and the Illicit.” *Ethos* 42 (1): 51–64.

Synchronous Workshop 4 - Observing, Participating, and Taking Ethnographic Fieldnotes:

- Friday, March 19, 2021, 12:35-2:25 pm: Mandatory synchronous (live) Workshop Session

Assignment(s):

- Workshop 4 Worksheet (5%) – Complete during Workshop 4, submit after Workshop 4 (by Friday, March 19, 2021, 3:00 pm (EST))

March 22 to 28 2021 — Module 10: Qualitative Data Analysis

You have gathered qualitative evidence... now what? What are the steps involved in, and possible approaches to, sorting, analyzing, and interpreting qualitative data?

Readings/Materials:

- Read: Textbook Chapter 9 – “Trust the Process: Analyzing Qualitative Data” (pp.169-190)
- Read selected excerpts (7 pages total) from: *The SAGE Encyclopedia of Qualitative Research Methods*, edited by Lisa Given. Thousand Oaks, CA: SAGE Publications.
 - “Interpretation” (p.459)
 - “Textual Analysis” (pp.865-866)
 - “Thematic Coding and Analysis” (p.868)
 - “Codes and Coding” (pp.86-88)
- Read: Hébert, William. 2020. “Trans Rights as Risks: On the Ambivalent Implementation of Canada’s Groundbreaking Trans Prison Reform.” *Canadian Journal of Law and Society / La Revue Canadienne Droit et Société* 35 (2): 221–44.

Synchronous Workshop 5 - Planning for and Conducting your Analysis:

- Friday, March 26, 2021, 12:35-2:25 pm: Mandatory synchronous (live) Workshop Session

Assignment(s):

- Workshop 5 Worksheet (5%) – Complete during Workshop 5, submit after Workshop 5 (by Friday, March 26, 2021, 3:00 pm (EST))

March 29 to April 4 2021 — Catch-Up Week

April 2: Statutory Holiday, No Classes

Work on your Proposal Defense (10%), TCPS 2: CORE Training (5%), and Take-Home Exam: Research Proposal (35%)

April 5 to 11 2021 — Module 11: Qualitative Writing and Dissemination
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How do qualitative researchers communicate their findings? What are some of the avenues of dissemination and engagement that qualitative researchers can pursue within and beyond academia?

Readings/Materials:

- Read: Textbook Chapter 10 – “Writing Up Qualitative Research” (pp.193-213)
- Read: McClelland, Alexander. 2019. “*The Criminalization of HIV Non-Disclosure in Canada: Experiences of People Living with HIV.*” Self-Published Booklet.
- Watch: Video interview with Dr. Alexander McClelland
“*Engaged Qualitative Research and Public Dissemination*”

Assignment(s):

- Proposal Defense (10%) – Prepare point form Outline, pre-record oral Presentation, and submit both by Monday, April 5, 2021, at 11:59 pm (EST)
- Final Deadline for TCPS 2: CORE Training (5%) – Complete Tri-Council Course on Research Ethics training and submit your Competition Certificate by Sunday, April 11, 2021, 11:59 pm (EST)

April 12 to 14 2021 — Optional Drop-In Session on April 14 (Friday Schedule)

Optional Synchronous Drop-In Session for Research Proposal:

- Wednesday, April 14 (Friday Schedule), 2021, 12:35-2:25 pm

Take-Home Exam: Research Proposal due during Formally Scheduled Examination Period

Assignment(s):

- Take-Home Exam: Research Proposal (35%) – Complete and Submit during the Formally Scheduled Examination Period — Exact due date TBD

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Department of Equity and Inclusive Communities (EIC):

<https://carleton.ca/equity/>

Religious obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/studentsupport/svpolicy/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>