

Course Outline

COURSE: LAWS 3908 B – Approaches in Legal Studies II

TERM: Fall 2024

PREREQUISITES: LAWS 2908 and third-year Honours standing.

CLASS: **Day & Time:** Wednesdays, 11:35 am – 2:25 pm

The course is blended synchronous/asynchronous, with modules being delivered asynchronously through Brightspace. The course also includes a synchronous introductory session delivered on Zoom on **September 11** and a concluding session with time reserved for questions on **December 4**. There are four (4) synchronous workshops delivered on Zoom on **September 25, October 9 and 30, and November 13**.

Please check Carleton Central for current Class Schedule.

INSTRUCTOR: Pierre Cloutier de Repentigny

CONTACT: **Office:** D586 LA

Office Hrs: by appointment (see course format section)
See Brightspace for TA information

Email: pierre.cloutier@carleton.ca

Please read the *Course Format and Communication* sections for details on course communications and how the course will operate online

BRIGHTSPACE: <https://brightspace.carleton.ca/d2l/home/290266>

CALENDAR COURSE DESCRIPTION

Advanced approaches to interdisciplinary research and analysis in law and legal studies. Methodological approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

COURSE DESCRIPTION

This course explores research methodologies in the interdisciplinary field of legal studies beyond doctrinal research. The goal of the course is to give students the necessary tools to conduct a research project in legal studies. To accomplish this, the course is divided in two parts: (1) an introduction to concepts, aspects, issues, etc., relevant to all social sciences and humanities research with a focus on legal studies; and (2) an exploration of particular methodologies relevant to legal studies. After introducing what is (and is not) inter/trans/multi-disciplinary approaches to law, the first part will cover topics such as designing a research project; the role and importance of theory in research; the meaning and role of methodology, epistemology and ontology; and research ethics, both formal (i.e. research ethics boards) and informal (personal ethics, community ethics, etc.). The second part will explore some of non-doctrinal methodologies for legal studies: legal history, discourse analysis, and narrative approaches (including Indigenous storytelling as a methodology). The course concludes by looking at the place and role of activism within legal research.

COURSE OBJECTIVES

At the end of this course, students should be able to engage with and understand the various aspects of research (e.g. understand and summarily assess the methodology section of a report), and to create and conduct their own non-doctrinal legal studies research project.

Learning outcomes:

- Understanding non-doctrinal approaches to legal research
- Understanding and distinguishing the steps and components of legal research
- Understanding and identifying ethical issues in research
- Describing and comparing various legal studies methodologies
- Assessing various legal research methods and their use by others
- Designing and conducting a legal studies research project
- Applying research methods to a legal topic and justifying research choices
- Synthesizing and analyzing important issues related to research and its use in society
- Analyzing the various ways of conceptualizing research and knowledge production
- Navigating interdisciplinary research

COURSE FORMAT

This course is offered remotely online. Lectures will be prerecorded into multiple shorter videos totaling at most one hour and a half (1.5h) of lecture videos per class. These videos will be posted on Brightspace at least a week ahead of each class/module. They will stay live for the entire duration of the course (giving you the ability to revisit them later in the term if needed). The

lectures are designed to offer an overview of the topic surveyed that week and should be viewed in conjunction with the assigned readings. The lectures and readings complement each other, one does not replace the other.

In addition to these components and an **introductory and concluding synchronous classes**, we will **meet online on zoom four (4) times during the term for a practical workshop during regular class time (Wednesdays, 11:35 am – 2:25 pm)**. This time will be dedicated to synchronous activities meant to stimulate reflections on course topics and practice research skills. Details on these activities will be posted in advance of each workshop on Brightspace. A portion of the synchronous class time will be reserved for questions. The synchronous meeting will also allow me to explain assignments, activities, and other course components as needed (in addition to written info posted on Brightspace).

COMMUNICATION

You should ask all **course related questions** (e.g., questions related to assignments, or a topic covered in the course) on the Q&A Forum on Brightspace. This ensures that questions and answers are available for all students to see. Before asking a question, make sure it has not been asked already.

Questions related to individual issues (e.g., extensions, accommodations, technical difficulties) should be asked directly to me via email. I will only respond to emails between 9am and 5pm on regular weekdays (excluding Holidays).

For **meetings**, you will be able to book a meeting on Brightspace with me to discuss any issues related to the course or your studies. If your questions cannot easily be answered via email or in the Q&A Forum, I will suggest you book an appointment with me instead. The **course TA** may be available for meetings; if so, you can also book a meeting with them via Brightspace. Information on the TA will be posted on Brightspace.

Communication etiquette: the TA and I endeavor to answer emails and questions on Brightspace within a reasonable time, but this can take up to 48 hours during regular weekdays (i.e., excluding holidays and weekends) from 9am to 5pm Ottawa time. We will not answer any questions outside of that time so please plan accordingly (e.g., if you send your question last minute on Friday afternoon, you may not get an answer until Wednesday morning, and if you use the wrong forum, it may take even longer as you will have to resubmit your question).

We are friendly and open, so don't feel shy about asking for help; we are there for it! Remember to reciprocate in kindness when you communicate with us.

REQUIRED TEXTS

All mandatory reading and audio-visual materials will be available on Brightspace (either directly or through a link). No material needs to be purchased.

SUPPLEMENTARY TEXTS

If you prefer to have a textbook to follow along or to use as a reference, I recommend the following (note, however, that no textbook follow the structure of this course; textbooks can be an additional learning tool, but they are not equivalent to the content of the course):

- Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research*, 3rd ed (Sage, 2017)
- Ashley T Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press, 2021)
- Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022) **open access**
- Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge Handbook of Socio-Legal Theory and Methods* (Routledge, 2020)

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.

Important notes: you must get a passing grade on the final assignment, the Research Proposal, in order to pass this course. Additionally, **it is prohibited to re-use or resubmit any work or portion of work produced in a different course** (or from this course if repeating it).

Detailed instructions for the assignments will be posted on Brightspace and discussed in the synchronous Zoom class meetings well ahead of due dates. The assignments are linked and culminate in the final Research Project Proposal. They are meant to help you build the necessary skills to create a feasible legal studies research project (one that could become an Honours Research Essay, for example). Doing the assignments in a timely manner, participating in the course and doing the readings are all essential to producing a good final Research Proposal. Overall, the evaluation methods will immerse you in the world of research, help you understand the essential elements of research and will allow you to develop the practical skills needed to carry out a research project.

Evaluation for this course is divided as follow:

- Workshop and Participation: 25%
- Research Topic Proposal and Preliminary Bibliography: 8%
- Tri-Council Research Ethics Training: 5%
- Reflection on Methodology: 15%
- Annotated Bibliography and Research Plan: 12%
- Research Project Proposal: 35%

Workshop and Participation (25%)

The participation grade is divided as follows: five (5) points will go towards completing the Course Outline Quiz (due at the latest on 18 September 2024); and twenty (20) points will go towards participating in and completing the synchronous workshop. Synchronous workshops will be done in small groups in zoom breakout rooms and will involve practical research activities. The details of the quiz and each workshop will be posted on Brightspace.

Research Topic Proposal and Preliminary Bibliography (8%) due on 2 October 2024

The Research Topic Proposal describes the topic your final Research Proposal will address (you will be able to change it as needed, your choice is not final) and includes a preliminary bibliography. You should summarize the context of your proposed project, explain why you chose this topic, and state your research question(s). The preliminary bibliography should contain at least eight (8) scholarly sources (academic books, chapters and articles) and any additional non-academic but reliable sources (blog posts, news article, literary works, etc.). The assignment should be a maximum of four (4) pages long, plus the preliminary bibliography.

Tri-Council Research Ethics Training (5%) due on 16 October 2024

Complete the TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics): <https://tcps2core.ca/welcome>. At the completion of the online training, you will receive a pdf certificate, which you will submit to the instructor via Brightspace. The certificate only confirms completion; it does not mention how many attempts you needed to answer any of the questions. The entire training should take no more than 3 hours to complete. You will be able to go through the training modules at your own pace (progress is automatically saved). This is a pass/fail activity (i.e., if you submit the certificate, you will get the marks; if you do not, you will get 0).

Reflection on Methodology (15%) due on 6 November 2024

The Reflection consists of a short essay of five to six (5-6) pages summarizing and analyzing a particular legal studies methodology. The analysis section should indicate the methodology's strengths and limitations, what it can and cannot teach us about legal issues, offer your own assessment of the methodology based on your chosen theoretical, conceptual, ontological and/or epistemological perspective, and any other relevant analysis (which will vary depending

on the methodology).

Annotated Bibliography and Updated Proposal (12%) due on 20 November 2024

The Annotated Bibliography consists of five (5) scholarly sources that are annotated, that is, in addition to selecting the sources, you will summarise each source (300-400 words per source) and indicate how the source relates to the other sources and to your research topic.

At the start of the document, you will include a paragraph restating your topic and research question (with changes if any). You will then state your choice of methodology and method(s) for your Research Proposal and write a few paragraphs justifying your choice (i.e., how is this methodology and these methods appropriate for your research project?). You are encouraged to book a zoom appointment to discuss your choice of methodology in advance of the due date if you are uncertain about your choice.

Research Proposal (35%) due on 11 December 2024

The Research Proposal is this course's final assignment. It builds on nearly all other assignments. The proposal will reflect what you have learned during the term and should take the form of a research project feasible for students of your level (i.e., around Honours Research Essay level). The proposal should be between ten to twelve (10-12) pages long and must include a bibliography (which does not count towards the page number requirement). Details on the assignment, and the structure and requirement of the proposal will be communicated early on in the term and discussed further in the last class. It is recommended that you meet with the instructor or TA to discuss your idea/plan for the proposal at some point after the reading break and before the last class.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

While active participation is a crucial pedagogical component of this course, it should not be a barrier. If you are experiencing difficulties that prevent you from actively participating in the synchronous activities or that might hinder the timely completion of an assignment, please let me know and we can discuss an appropriate accommodation to ensure that you can still benefit from the course without undue hardship.

For one-time accommodation or for a short extension (less than a week), an email suffices (you do not need to provide any personal or medical information). For a **longer extension or for more holistic accommodations not covered by the Paul Menton Centre**, you should book an appointment to discuss, unless the situation is urgent, in which case start with an email explaining the situation (only include information you are comfortable sharing with me). Information on formal accommodation requests is found at the end of this syllabus.

If you submit an assignment after the deadline without proper justifications or without having obtained an extension, you incur the risk of getting a grade penalty of up to five percent (5%) per day.

SCHEDULE (* denotes a synchronous class; readings may be subject to change, see Brightspace for final reading list or any other changes to the schedule)

- **4 September 2024: Fall Term begins**
 - Course Brightspace becomes live
 - Read Course Outline and familiarize yourself with the Course Brightspace

- ***11 September 2024: Introduction to Understanding and Doing Research**
 - Synchronous class: introduction to the course
 - Pages 1-7 and Chapter 2 of Ashley T Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press, 2021)
 - Pages 28-38 & 74-86 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - “How to Write a Research Question” (George Mason University Writing Center)

- **18 September 2024: Elements of Inter/Trans/Multi-Disciplinary Legal Research**
 - **Due:** Course Outline Quiz
 - Pages 42-55 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - Carrie Menkel-Meadow, “Uses and Abuses of Socio-Legal Studies” in Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge Handbook of Socio-Legal Theory and Methods* (Routledge, 2020) 35
 - Lisa Webley, “The *why* and *how to* of conducting a socio-legal empirical research project” in Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge Handbook of Socio-Legal Theory and Methods* (Routledge, 2020) 58

- ***25 September 2024: Understanding Methodology, Epistemology and Ontology**
 - Jean J Schensul, “Methods” AND “Methodology” in Lisa M Given, *The SAGE Encyclopedia of Qualitative Research Methods* (SAGE, 2008)
 - Walker DePuy et al, “Environmental governance: Broadening ontological spaces for a more livable world” (2021) *Environment and Planning E: Nature and Space*
 - Andrea Doucet & Natasha S Mauthner, “Feminist Methodologies and Epistemology” in Clifton D Bryant & Dennis L Peck, eds, *21st Century Sociology: A Reference Handbook*, Vol II (Sage, 2007) 36

- **2 October 2024: Research Ethics and Other Ethical Considerations**
 - **Due:** Research Topic Proposal and Preliminary Bibliography
 - Chapter 4 of Hesse-Biber, *The Practice of Qualitative Research*
 - Complete the Collaborative Indigenous Learning Bundle: “Ethics of Research with Indigenous Peoples” on Brightspace

- ***9 October 2024: The Role of Theory**
 - Chapter 2 of Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research*, 3rd ed (Sage, 2017)
 - Pages 100-125 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - Margaret Davies, “Doing Critical-Socio-Legal Theory” in Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge Handbook of Socio-Legal Theory and Methods* (Routledge, 2020) 83

- **16 October 2024: Research Planning, Positionality, and Writing**
 - **Due:** Tri-Council Research Ethics Training
 - Pages 166-187 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - Andrew Gary Darwin Holmes, “Researcher Positionality - A Consideration of Its Influence and Place in Qualitative Research - A New Researcher Guide” (2020) 8:4 International Journal of Education 1
 - Christina Templin, “Why Citation matters: Ideas on a feminist approach to research” (10 January 2022) online (blog): *Blog ABV-Bereiches Gender- und Diversity/ompetenz* <https://blogs.fu-berlin.de/abv-gender-diversity/2022/01/10/why-citation-matters-ideas-on-a-feminist-approach-to-research/>
 - “Quotation, Paraphrase, Summary, and Analysis”; “When to Summarize, Paraphrase, and Quote”; “Signal Phrases”; “A Guide to Annotated Bibliographies”; “Writing a Literature Review”; “Organizing Literature Reviews: The Basics”; and “Organizing Literature Reviews: Advanced” (George Mason University Writing Center)

- **23 October 2024: Reading week, no class**

- ***30 October 2024: Asking Questions – Qualitative Interviews and Survey**
 - Pages 205-217 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)

- Ch 9 of Christine Tartaro, *Research Methods for Criminal Justice and Criminology: A Text and Reader* (Routledge, 2021)
- Beth L Leech, "Asking Questions: Techniques for Semistructured Interviews" (2002) 35:4 PS: Political Science & Politics 665
- **6 November 2024: Legal History**
 - **Due:** Reflection on Methodology
 - David Ibbetson, "Historical Research in Law" in Mark Tushnet & Peter Cane, eds, *The Oxford Handbook of Legal Studies* (Oxford University Press, 2005) 863
 - Nandini S Boodia-Canoo, "Researching colonialism and colonial legacies from a legal perspective" (2020) 54:4 *The Law Teacher* 517
- ***13 November 2024: Case Studies**
 - Pages 218-220 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - Lisa Webley, "Stumbling Blocks in Empirical Legal Research: Case Study Research" [2016] *Law and Method*
 - Aikaterini Argyrou, "Making the Case for Case Studies in Empirical Legal Research" (2017) 13:3 *Utah Law Review* 95
- **20 November 2024: Narratives and Storytelling as Methodology**
 - **Due:** Annotated Bibliography and Updated Proposal
 - Michelle Lim, "Extinction: hidden in plain sight – can stories of 'the last' unearth environmental law's unspeakable truth?" (2020) 29:4 *Griffith Law Review* 611
 - Val Napoleon & Hadley Friedland, "An Inside Job: Engaging with Indigenous Legal Traditions through Stories" (2016) 61:4 *McGill Law Journal* 725
- **27 November 2024: Analysis and Coding**
 - Pages 224-237 of Siddharth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Open Press Tilburg University, 2022)
 - Allen Trent & Jeasik Cho, "Interpretation In Qualitative Research: What, Why, How" in Patricia Leavy, ed, *The Oxford Handbook of Qualitative Research*, 2nd ed (Oxford University Press, 2020)
- ***4 December 2024: Research and Activism, and Information Session on Research Opportunities at Carleton and Beyond**
 - The course zoom will be open during class time for students to drop in and ask questions, and there will be an information session on research opportunities at the start of the class

- Frank Munger, "Inquiry and Activism in Law and Society" (2001) 35:1 Law & Society Review 7
 - **11 December 2024: Research Proposal due date**
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University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, https://studentcare.ca/rte/en/IHaveAPlan_CarletonUniversityUndergraduateStudentsCUSA_EmpowerMe_EmpowerMe
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Pregnancy Obligation and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 where 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/equity/sexual-assault-support-services>

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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).