



**GRADUATE STUDENT
HANDBOOK**

MA and PhD in Legal Studies

Department of Law and Legal Studies

Carleton University



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INTRODUCTION: THIS IS YOUR HANDBOOK

The Legal Studies graduate programs are home to students and faculty from a variety of disciplinary backgrounds who pursue cutting-edge research informed by an array of different theories, approaches, and methodologies. We are proud of this diversity. Welcome to the Department of Law and Legal Studies!

Whether you are a new MA student or a PhD student looking for guidance about the comprehensive exams, this handbook is for you. It contains the most important regulations plus a dash of advice for navigating the process of graduate studies. No handbook can contain everything and be everything. This present handbook covers most of the regulations, but in case of doubt, please refer to the Graduate Calendar (<http://calendar.carleton.ca/grad/>), the ultimately authoritative guide to the rules and regulations of graduate studies.

Advice & Support

As a graduate student, you will build strong connections to peers, faculty members, and administrative staff. But there are two people in particular who are there to give advice and support (and the occasional reminder): the Graduate Administrator and the Graduate Supervisor.

The **Graduate Program Administrator** Andrew Squires is your main contact person for administrative issues (registration, funding, TA matters, Thesis submission). He sends you a lot of important emails that you cannot afford to ignore. His office is located in the Law and Legal Studies Main Office area C473 Loeb. His email is Andrew.Squires@carleton.ca.

The **Graduate Program Supervisor** Christiane Wilke is an Associate Professor in the Department of Law & Legal Studies and is your main contact person in academic matters such as course selection, finding a supervisor, applying for scholarships, and dealing with your Thesis committee. Her office is D499 Loeb. She holds drop-in office hours twice a week and is otherwise only available by appointment. Email: christiane.wilke@carleton.ca.

Registration and Graduate Student Status

Full-time and Part-time Registration Status

This section contains some of the rules about graduate student registration that are contained in the Graduate Calendar. According to the Graduate Calendar you can be enrolled in a graduate program as a part-time student or as a full-time student:

“Full- or part-time status is established at the time of admission to a program. Graduate students admitted and registered as full-time students will be required to continue in and complete their program as full-time students, and will be assessed full-time fees for the duration of their program. Graduate students admitted and registered as part-time students will be required to continue and complete their program as part-time students, and will be assessed part-time fees for the duration of their program.”

A full-time graduate student will normally register in 1.5 or 2.0 credits per term, but the full-time status does not depend on the course load. Part-time graduate students are limited to registering in 1.0 credit per term, including audit courses.

Important: Once you register as a full-time student, you remain a full-time student until you fill out a request for a status change and regardless of the number of credits you register for/complete. Use the Academic Change form, available on both the Law and FGPA websites, to apply for a change in status (either from full-time to part-time or the reverse). Supporting documentation is normally required. Status changes must be approved by the Graduate Program Supervisor and FGPA before the change can officially be made.

Time to completion (MA)

If you are a full-time MA student, you must complete your degree requirements within two calendar years after the initial term of registration. If you are a part-time MA student, you have six calendar years. An MA candidate who elects to complete his/her program by a combination of full-time and part-time study is governed by the following elapsed-time limitations:

- Five calendar years if the candidate is registered as a full-time student for two or three terms and part-time for the balance.
- Four calendar years if the candidate is registered for four or five terms as a full-time student and part-time for the balance.

Time to completion (PhD)

If you have been admitted as a full-time PhD student, you have to complete the PhD degree requirements within five calendar years after the date of the initial PhD registration. This deadline does not change if you subsequently switch to part-time status.

Extension of Time Limit

From the Graduate Calendar: "Time limits are strictly enforced. An extension of a student's time to completion will be considered only when there is substantial evidence that the student has attempted to make regular and consistent progress toward completion of the degree requirements. A written request to extend the completion date must be submitted to the Dean of the Faculty of Graduate and Postdoctoral Affairs one term before the normal time period to complete the degree expires. The request must be supported by the student's thesis supervisor and the program graduate supervisor/associate chair (graduate affairs). The request must include a plan of remaining work including the anticipated time of completion of the degree requirements. Each subsequent request to extend a student's completion date requires greater justification. Third requests for extensions are rarely, if ever, granted. Being employed full time is not in itself considered sufficient grounds for granting an extension."

For Time Extension procedure/forms visit <http://carleton.ca/fgpa/student-forms>.

Change of Status from Full-Time to Part-Time

Students who have valid reasons for changing status from full-time to part-time for a term may apply for permission. Please consult Section 7.10 of Graduate Calendar at:

<http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#7>

There is no funding (TA positions or scholarships) available for part-time students.

Continuous Registration in Thesis, Research Essay, or Independent Research Project

Any graduate student (full-time or part-time), after initial registration in a thesis or research essay, must maintain registration in all successive terms (including the term in which the student is examined) until his/her thesis, or research essay is completed. Completion means that any modifications, retyping involved, etc. have been done. Students should note that faculty approval to register in the thesis, etc., is given on the understanding that the student will be in regular contact with his/her supervisor, and that the thesis research will be actively pursued in each term of registration.

Deposit of Thesis Copies

In the case of a thesis, registration must be maintained until the thesis is electronically deposited with the office of the Faculty of Graduate and Postdoctoral Affairs. Should thesis not be deposited with the office of the Faculty of Graduate and Postdoctoral Affairs by the last day for late registration in a given term, the student will be required to register for that term.

Loss of Status and Reinstatement

Any graduate student who remains unregistered in his/her degree program for three terms (twelve months) will lose his/her graduate status. Students whose files have been closed as a result of failure to observe continuous registration requirements must apply for reinstatement if they wish to continue their studies. If reinstated, students must pay a reinstatement charge, plus the equivalent of 1.0 credit tuition fees for each term in which they failed to register.

Exemption from Registration

Students who have valid reasons for not registering for a term may apply for permission to remain unregistered. Please review the guidelines (Section 8) contained in the Graduate Calendar: <http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#8>

Coursework

The coursework is the foundation of your MA or PhD degree. Most full-time students complete the course work within the first two terms of their registration in the program by successfully completing 1.5 credits of course work per term. MA students pursuing a Major Research Paper (MRP) or the course-only option will also take courses in their second year of studies.

The courses allow you to build your research profile by combining required courses in Legal Studies with courses that build on your strengths or challenge you to develop new skills. The Legal Studies graduate courses are all taught by full-time faculty members who are experts at interdisciplinary research in Legal Studies and beyond.

What the numbers mean: 5000, 6000, 4000

In general, the Department of Law and Legal Studies aims to keep graduate courses open for all graduate students. The only exceptions are some mandatory core courses that are only open to the students in the respective programs.

Mandatory courses (MA)

LAWS 5000 and 5001 are mandatory core courses for MA students. LAWS 5000 offers an introduction to theoretical approaches in Legal Studies. LAWS 5001 prepares MA students to craft a proposal for a research project. Full-time students will typically take LAWS 5000 in their first term of study and LAWS 5001 in their second term of study. Part-time students should take LAWS 5000 at the earliest opportunity, but only take LAWS 5001 towards the end of their coursework in preparation of their Thesis or MRP.

Mandatory Courses (PhD)

LAWS 6000 and LAWS 6001 are mandatory core courses for PhD students. The PhD Field Seminars LAWS 6002 (Law, Regulation, and Governance), LAWS 6003 (Human Rights, Citizenship, and Global Justice), and LAWS 6004 (Law, Crime, and Social Order) offer graduate students a rigorous overview of distinct interdisciplinary fields of research and are open to interested MA students.

Please consult the Graduate Program Supervisor if you have any questions about choosing courses.

Directed Reading Courses (LAWS 5900, 5901, 6010)

If a student has a strong research interest in an area that is not covered in regular courses, they can approach a faculty member about setting up a directed reading course. The student proposes the area and typically sets up a reading list and an assignment structure in consultation with the professor.

These courses are not regular courses: they are not scheduled, they depend on the initiative and agreement of the student and the supervising faculty member, and they are taught by faculty members outside of, and in addition to, their regular course load.

Directed reading courses can offer a more specialized and in-depth study of an area than might be possible in seminar classes. But they include no classroom discussion and interaction and also typically much less contact time with a faculty member than a regular seminar (with twelve three-hour sessions) would offer.

Directed reading courses require the approval of the supervising faculty member, the Graduate Supervisor and, if the supervising faculty member is not full-time faculty in Law & Legal Studies, the Department Chair. The forms are available online: http://carleton.ca/law/wp-content/uploads/MA-Tutorial-Directed-Reading-Form_2015.pdf and <http://carleton.ca/law/wp-content/uploads/LAWS-6010-Permission-Form.pdf>.

Taking 4000-level courses

MA students can take up to 1.0 credit of courses at the 4000-level (undergraduate). To take a 4000-level course, a student must first get approval from the Graduate Supervisor in order for the course to count towards their MA degree. Students should: email the Graduate Supervisor setting out the course NAME, NUMBER, and name of the course instructor as well as a brief explanation of how the course relates to their scholarly plans. The Graduate Supervisor will then reply by email granting permission, or suggesting alternative courses (if relevant). 4000-level courses taught by contract instructors who are not involved in graduate education are generally not approved. Where permission is granted, the student can then register following the usual registration process. The Graduate Program Supervisor's permission to use a course towards the requirements for completion of the MA program does not grant permission to actually register in the course. A student may still need to secure permission from the instructor of the course in order to register.

Taking courses in other programs

While the Department of Law and Legal Studies offers a range of interdisciplinary courses, we know that interdisciplinary inquiry in legal studies is not necessarily confined to this Department. You are encouraged to take some graduate-level courses in another program. If you would like any guidance on suitable courses, please ask the Graduate Supervisor.

If you wish to take a graduate-level course in another department, you must first get approval from the Graduate Supervisor in order for the course to count towards your MA or PhD degree. Email the Graduate Supervisor setting out the course NAME, NUMBER and a brief explanation of how the course relates to your scholarly plans. The Graduate Supervisor will then reply by email granting permission, or suggesting alternative courses (if relevant). You can then proceed to pursue registration in the normal route. The Graduate Supervisor's permission to use a course towards the requirements for completion of the MA or PhD program does not grant permission to actually register into the course, you may still need to contact the department offering the course and/or the instructor in order to obtain permission to register.

Students wishing extra instruction in quantitative methods should contact the Graduate Supervisor about access to such courses in the Department of Sociology and Anthropology.

Grades

The following table illustrates the relationship between letter grades, percentages, and levels of achievement relative to the expectations for MA and PhD students.

Grade	Percentage	Description
A+	90-100	Exceptional work that is technically flawless and original. Work demonstrates insight, understanding and independent application or extension of course expectations; often of publishable quality.
A	85-89	Excellent work that demonstrates a very high level of integration of materials/ relevant scholarship. Work demonstrates insight, understanding and independent application or extension of course expectations.
A-	80-84	Very good quality work that represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	77-79	Represents a largely satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	73-76	Acceptable work that fulfills the minimum expectations of the course. Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	70-72	Acceptable and somewhat fulfills the course expectations. Work reveals some deficiencies in knowledge, understanding or techniques.
C+	67-69	<p>Unacceptable work at the graduate level. Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking.</p> <p><i>(Carleton University requirements: "A grade of B- or better must normally be obtained in each course credited towards the master's degree" and a grade of B- must be obtained in each course credited towards the PhD. Grades below B- may result in the student's removal from the Program. See http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#11)</i></p>
C	63-66	
C-	60-62	
D	50-59	
F	0-49	Fail. Unsatisfactory performance, even though student completes course requirements including submission of final paper/ completion of final exam.

Graduation

Students must apply to graduate by the following deadlines:

- September 1 (for Fall graduation)
- December 1 (for Winter graduation there are no convocation ceremonies for winter graduates however, all students graduating in the Winter will be invited to attend the Spring convocation ceremonies in June)
- March 1 (for Spring graduation)

Funding

Internal Funding

Full-time students entering their first year of the programme are eligible for internal funding, awarded by the University. The funding package is sent in conjunction with the offer of admission. There are two main components of internal funding: teaching assistantships and scholarships.

In addition, the university awards some “endowed scholarships.” Departments nominate students; so if the Graduate Program Supervisor asks for expressions of interest to be nominated, please make sure to indicate that you would like to be considered for these scholarships. The Internal Institution Awards Database can be found (and searched) at: <http://www5.carleton.ca/fgpa/awards-and-funding/search-awards/>

Teaching assistantships

At the MA level, teaching assistantships are awarded for four terms over 2 years. Departmental scholarships are only for the first year of full time study and are not renewable. FGPA scholarships vary; please check with the Faculty of Graduate and Postdoctoral Affairs for more information.

At the PhD level, teaching assistantships are renewable for up to ten terms over five consecutive Calendar years. Departmental scholarships are awarded for a maximum of four years. FGPA scholarships vary; please check with the Faculty of Graduate and Postdoctoral Affairs for more information.

Please note that the continuation of funding from year to year is dependent upon satisfactory academic performance.

Teaching Assistantships (TA positions)

Applicants to the MA and PhD may receive offers of TA positions as part of their funding package. These positions will normally be taken up in the Fall and Winter terms. TAs are part of a union (CUPE 4600, <http://4600.cupe.ca/>). The collective agreement governs the allocation of TA positions, the compensation, the hours, the eligible duties of TAs, and conflict resolution processes.

As a TA, you become an important participant in the Department’s large undergraduate program. Your role as a teacher, marker, and role model is crucial to the education of many students. At the same time, you will learn a lot about teaching, pedagogy, problem solving, and

professional interactions. Since undergraduate student and professors rely on you and trust your judgment, we ask that you only accept a TA position for any given term if you know that you are motivated and able to fulfil the terms of the contract.

Two more important things to remember before you start as a TA: First: log your hours. Please keep track of and log all the hours you spend for your TA work. You should never work more hours than you are paid for, and you need to be able to account for the hours you have been paid for.

Second, if you have questions, are unsure about how to deal with a situation in your capacity as a TA, need help, or would like to brainstorm about teaching strategies, please contact the TA Mentor. The TA Mentor provides you with training, advice, and support in your role as a TA.

The 2015-2016 TA Mentor is Anita Grace (Anita.Grace@carleton.ca). She is available by email and office hours and treat your inquiries confidentially if requested.

TA orientation and training

All TAs will be required to attend a TA training session in September that is organized by the TA Mentor.

For more information on TA orientation and training, see:

- <http://www1.carleton.ca/law/graduate-programss/ma-program/ta-information/>
- <http://www5.carleton.ca/fgpa/teaching-assistantships/>

Important: In order to maintain your funding (including TA position), you need to maintain your full-time status. Continuous registration requirements are described above. If you withdraw from the program, change to part-time status or take a leave of absence, you will lose your funding.

External Funding

There are a number of external scholarships available to graduate students. The Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council (SSHRC) scholarships are among the more frequent and lucrative ones. Both scholarships have deadlines between October and January, have GPA eligibility criteria, and require that you formulate a clear research program.

If you meet the GPA criteria, the Graduate Program Supervisor will contact you in

August/September and put you in touch with faculty members who can support you in your application if you decide to apply.

Writing the research statement requires thought, research, planning, and a lot of revisions. For PhD students and MA students interested in PhD study, applying for an OGS and/or SSHRC fellowship should be regarded as an integral part of scholarly life. Applying for such awards is an important skill.

Ontario Graduate Scholarship

The Ontario Graduate Scholarship (OGS) program encourages excellence in graduate studies. The scholarship is awarded for one academic year, consisting of either two or three consecutive terms. An award is not granted for one term. In 2014/2015 the value of the OGS was \$5,000 per term up to a maximum of \$15,000. The province of Ontario contributes two-thirds of this amount and the university provides one-third. Please check the OGS website (<http://osap.gov.on.ca/>) for eligibility requirements, application forms, and conditions of the award.

Social Sciences and Humanities Research Council Scholarships

SSHRC has both MA and PhD awards, which are described in more detail at: http://www.sshrc.ca/web/home_e.asp. The SSHRC awards tend to be more remunerative than the OGS, and eligible students are encouraged to apply for both.

Applying for External Scholarships

It is strongly recommended that students who intend to apply for external scholarships take the following steps:

- **Check your GPA.** Both OGS and SSHRC have minimum GPA requirements of 10.0 (or A-), but these requirements are calculated differently. Please make sure that you meet the threshold. If you are not sure, please see the Graduate Administrator.
- **Find faculty support.** If you are an incoming MA student, the Graduate Program Supervisor is your most important point of contact at this stage. She can give you advice on how to craft and refine your statement, how to recruit referees, find a mentor, and what to list on your application. If you are an incoming PhD student, your faculty mentor and your instructor in LAWS 6001 will help you. If you are a continuing student, your supervisor will be your main point of contact at this stage.
- **Revise and edit and revise (repeatedly) the statement.** The application consists of three main parts (statement, academic record, reference letters), but at the point of the application you only have control over one component: the statement. Share it with your peers and your mentor/supervisor, and keep revising it.
- **Meet the deadline.** That one is obvious, right?

MA PROGRAM REQUIREMENTS

Overview

There are three possible routes to completing the MA in Legal Studies: Master's Research Essay, Master's Thesis, and coursework-only.

Students doing a **Master's Research Essay (MRE)** must complete:

- 4.0 credits of course work that includes the required courses LAWS 5000 and LAWS 5001, and
- 1.0 credit research essay.

Students doing a **Master's Thesis** must complete:

- 3.0 credits of course work that includes the required courses LAWS 5000 and LAWS 5001, and
- 2.0 credit thesis and oral examination.

Students doing a **coursework-based degree** must complete:

- 5.0 credits of course work that includes the required course LAWS 5000.

Choosing Between a Research Essay, all Coursework, and Thesis

The key difference between the thesis and the research essay route in the MA Legal Studies is in the balance between course work and independent research. The research essay option allows you to combine more breadth in your course work with a smaller-sized research project. The thesis option presents more opportunities for guided research on a larger project. A research essay should reflect an original understanding and interpretation of the field(s) studied. A thesis, in contrast, should represent a distinct and original contribution to the field, based on primary research.

Students who intend to pursue a PhD upon the completion of their MA degree are recommended to choose either the Thesis or the Major Research Essay option. Both paths offer opportunity for independent research that would serve as a stepping stone for a PhD application. While PhD programs will generally not rule out admitting students who have done

a coursework-only MA, those students will face the disadvantage of not having completed a larger research project before embarking on their PhD Thesis. The coursework-only option is especially suitable for students who are studying part-time and/or prefer to acquire expertise in more areas of research rather than focusing on a smaller area for an in-depth research project.

A more detailed discussion of the two options with research projects is outlined in “Guidelines for MA Theses and Research Essays”, downloadable from the Department of Law and Legal Studies website: <http://carleton.ca/law/wp-content/uploads/mathesisresearchessayguidelinesmay08.pdf>

All students should consult this resource. This will be on the exam. (No it won't but thank you very much for paying attention. This guide will help you make important decisions.)

Moving from one route to another

Students have a choice of enrolling in any of the three routes when they register. If you do not express a preference, you will be enrolled in the MRE. However, you may change your route at any point in your studies by contacting the Graduate Program Administrator to begin the process of amending the structure of your program.

Finding and Working with your MA (MRE/Thesis) Supervisor

Full-time MA students should start finding a Thesis or MRE supervisor in the Winter term of their first year in conjunction with their work in LAWS 5001. The research supervisor can also help you make the choice between choosing the Thesis, MRE, or coursework path. Part-time MA students should start looking for a supervisor when they are enrolled in LAWS 5001.

Your research supervisor will support and guide you through the research process. They should be familiar with a good part of the literature and/or methodology relevant to your proposed area of research. Your supervisor may require you to complete a proposal that sets out the scope of your project.

Your supervisor will normally be a full-time faculty member in the Department of Law and Legal Studies. All tenured and tenure-track faculty members are allowed to supervise MA students. A complete list of all faculty members in Law and Legal Studies is available here: <http://www.carleton.ca/law/faculty-and-staff/department-faculty>, and a list of faculty areas of supervision expertise is here: <http://carleton.ca/law/wp-content/uploads/Areas-Of-Interest-Undergraduate-14-151.pdf>.

If a student chooses an adjunct research professor, a professor emeritus, or a faculty member within one year of retirement as the supervisor, they are required to have a co-supervisor (at least nominally). The full guideline is available here: <http://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-appointments-policy/>.

You cannot register for your MRE or Thesis if you don't have a supervisor. A faculty member is not your supervisor until they have signed the departmental form of agreement:

<http://www1.carleton.ca/law/ccms/wp-content/ccms-files/supervision-committee-form-updated-jul-09.pdf>

Strategies for Finding a Research Supervisor

Finding a supervisor is an important part of the path towards a research project. Please be assured that all faculty members in Law and Legal Studies feel collectively responsible for and committed to helping find you the most appropriate supervisor for your project. This means that you can and should draw on these resources and be assured that we will support you on your journey.

The following strategies can be very helpful:

1. Be a good departmental citizen and be present. You will probably take six courses in your first year in the program in which you have the chance to meet potential supervisors. Departmental events such as lectures, colloquia, and workshops are great opportunities for meeting and observing potential supervisors.

2. Have a plan. In most cases, you should have identified an area of research and a few key research questions before you approach a potential supervisor. If you have a short document (1-2 pages) that outlines your interests, questions, and possibly your method, it will be much easier for potential supervisors to see if they're the most suitable supervisor for your project if it indeed clear what your project is about.

3. Ask around. If you are unsure about possible supervisors, you can start by asking faculty members you already know for recommendations. We might know of connections between your interests and our colleague's interests and expertise. Faculty members are open to these kinds of conversations and will not take offence that they are not being approached as a potential supervisor. If in doubt, feel free to ask the Graduate Supervisor for recommendations.

4. Make connections, meet potential supervisors. If you already have a few potential supervisors in mind when you start the program, you might want to make sure that you see

them in action either in classes you take or at research presentations you give. This allows you to see different approaches to research, and it allows potential supervisors to get to know you.

5. Ask politely, and know there's a range of responses between "yes" and "no." You should only ask a faculty member to be your research supervisor once you're really sure that you want to work with them. You have your reasons for asking them, so don't be shy about telling them why you think they would be the best supervisor for you and your project. The approach to research and supervision might turn out to be more important than the direct topic.

6. Listen to responses carefully. The response might not be an immediate "yes." Instead, you might be starting a conversation about what you're looking for in a supervisor and who would be the best match. Quite often, the response is "I think my colleagues B and C would actually be better suited because their theoretical approach or methodology aligns much closer with your plans." If you don't think this is the case, tell them why. Or a faculty member might have taken on so many supervisions that they can't commit to another one, in which case you should respect their decision, and follow up on suggested alternatives.

7. Consult with the Graduate Supervisor. If you would like any advice or suggestions during this process, please consult the Graduate Supervisor. They have seen a lot of students going through the process of finding a supervisor, they know their colleagues, and they can help you find a research supervisor.

Working with your thesis/MRE supervisor

The full university guidelines on graduate supervision are available here:

<http://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-responsibilities-expectations-policy/>. The following list sums up the most important expectations and responsibilities.

The Supervisor

- Primary responsibility for supervision lies with the supervisor.
- The supervisor is expected to respond to and, when appropriate, approve the overall design of the thesis/MRE.
- The supervisor is expected to read and comment on drafts of portions or chapters of the project and to return them to the student within a reasonable and previously announced period of time. For short documents, the turnaround time might be a week,

but for a full Thesis draft, a month is not uncommon. The turnaround time will depend on the supervisor's workload and commitments at specific times of the year.

- The supervisor will help the student develop a realistic timeline for the completion of the project.
- The supervisor will advise the student if the project is ready to be handed in (for MRE) or go to defence (Thesis).
- The supervisor will mentor the student. This might include advice on conference presentations, publications, and pursuing further studies or job opportunities.

The Student

- The student is responsible for identifying the area of research, questions, relevant literature, and methodology for the research project.
- The student is expected to maintain regular contact with their supervisor, especially at the very beginning and end of the project.
- The student should discuss the progress of research regularly with their supervisor, even when no written work is being handed in for revision.
- The student should expect and welcome comments and criticism.
- The student is responsible for setting up a timeline for the project completion, have it approved by the supervisor, and meeting the deadlines contained in that document.
- The student must allow readers sufficient time for making comments.
- The student is responsible for meeting **all** deadlines, including those set by the University.
- If the student has the impression that communication with a committee member (second reader) has broken down or expectations on the project diverge, they will consult their research supervisor. If the student has the impression that their work relationship with the research supervisor is overly strained, they will consult the Graduate Program Supervisor. (If the research supervisor is the Graduate Program Supervisor, the student will contact the Department Chair.)

Establishing a Working Relationship with your Thesis/MRE Supervisor

Your research supervisor is your mentor, advisor, and advocate. It is very important that the student/supervisor relationship is understood as a professional relationship, and that this understanding is reflected in clear, timely and regular communication throughout the research process.

Email communication is convenient and has become standard in academic work, but it is not always the most appropriate medium for discussing specific issues. On the basis of their own experience, your supervisor might suggest meetings or phone communications to deal with specific issues instead of emails. Likewise, if you feel that you need a meeting in person, you should ask for one. It is important that all communication is clear (to avoid misunderstandings) and at the same time courteous and respectful.

You might sometimes wonder about how much information it is appropriate to share with your supervisor (or the Graduate Supervisor). To a large degree this is up to you. If you are dealing with any situation that has an adverse impact on your academic work (even if there is not anything that your supervisor or the department can do to help), you might want to share this information confidentially because it allows faculty to help and accommodate you where appropriate.

Similarly, it is up to you to talk to your supervisor about any problems you have in writing or researching your project. Your supervisor might know of strategies for dealing with common issues such as 'writers' block' or not knowing when to stop reading and to start writing. Quite often, supervisors appreciate insights into what students feel they are struggling with because this helps them to advise and support students appropriately.

While the absent-minded professor is a cliché, it is true that faculty members sometimes forget things, such as (occasionally) responding to an email you wrote. If you feel that sufficient time has passed and you had been promised a response on a question or a chapter, don't be afraid to ask again.

Thinking about DRAFTS

For many students, the MA Thesis or MRE represents the first time that they submit drafts as opposed to finished pieces to a professor, receive feedback, and are then expected to incorporate the feedback into their writing. While every supervisor will have a distinct style of commenting, annotating, and discussing drafts, a few points are worth remembering. First, it is impossible to determine the necessary or sufficient number of drafts for a good research project. Much depends on the writing and the ability and willingness to deal with comments and suggestions. Quite often, it is more important to follow the spirit of the comment/suggestion and to ask oneself why this point was not clear or convincing to your supervisor than to follow the letter of the suggestion. It is easier to see that something doesn't work than to make guesses as to what the writer had intended to say. Suggestions should be taken seriously but not necessarily literally.

How many drafts does it take and which drafts should be shared? It depends. Some writers produce first drafts that are very close in quality and style to a polished final version. Other writers need to go through lots of drafts in order to develop their arguments. If you need lots of

drafts, it might be wise to not share the very first one, but a more polished draft that represents your ideas and arguments convincingly.

Time Flies: Plans and Deadlines

It is important to have a clear plan and take the necessary steps to follow it. This means planning backwards from the desired graduation date. Please allow one to two months from the completion of the first full draft to the submission of the copy for defence (Thesis) or grading (MRE). The plan might have to be adjusted if the student either fails to meet deadlines or produces drafts of insufficient quality. The following is an example of a (fictitious) Thesis timeline:

- September 10th: Meeting to establish a timeline for the MA Thesis.
 - Desired graduation: June (next year).
 - Deadline for the Thesis submission post-defence: May 13th.
 - Intended Thesis submission: May 1st.
 - Intended defence date: April 10th
 - Thesis submission pre-defence: March 20th
 - Full draft (85 pages plus bibliography) submitted to supervisor and second reader: February 15th (read, returned, and discussed by March 10th)
 - Chapter 3 & conclusion draft (35 pages): Jan 5th (to be read, discussed by Jan 20th)
 - Chapter 2 draft (25 pages): Dec 1st (to be read and returned by Dec 15th)
 - Chapter 1 draft (25 pages): Nov 1st (to be read and returned by Nov 15th)
 - Proposal draft 2 (15 pages): Oct 1st (to be read and returned by Oct 10th)
 - Proposal draft 1 (10 pages): Sept 15th (to be read and returned by Sept 20th)

- All deadlines are agreed upon between the student and the supervisor.
- It is clear that if the quality of draft chapters is such that the supervisor needs to see another draft before the student can proceed, the Thesis will take more time.
- If the student exceeds a deadline, they will (1) notify the supervisor, and (2) be aware that this might get the feedback pushed back by a significant amount of time since the supervisor has competing research, conference and supervision deadlines (they will fulfil obligations to others who have met deadlines before fitting a late chapter in).
- The anticipated feedback times are based on the projected chapter lengths. If a chapter or proposal is significantly longer than expected, the supervisor might need more time to read it and comment on it.
- If the supervisor has agreed to a specific turnaround time (and ideally confirmed that in an email) but not responded by that date, the student can and should follow up.

Missed deadlines mean longer research projects. Remember that the point of a deadline is to keep you on track to the completion of a project you care about. Communicate open and clearly when you're experiencing problems.

The Master's Thesis and Preparation for Defence

The Committee

Students writing a Thesis will choose a thesis defence committee in consultation with their supervisor. The second reader may be from outside the department if appropriate. The second reader's role is to offer advice and guidance on the student's research work, particularly on those aspects that fall outside the supervisor's area of expertise. They are minimally expected to approve the student's proposal, read and comment on the thesis once it is completed in draft form, and be fully involved in the preparation of the examination copy of the thesis.

The external examiner is a faculty member from outside the department; they may be based at a different university. The external examiner is expected to be present in person at the Thesis defence.

Students writing an MRE will choose a second reader in consultation with their supervisor. The second reader may be from the department. The MRE will be graded according to the regular letter grade scale.

Preparing for the MA Thesis Defence

The candidate and thesis committee are expected to notify the Graduate Supervisor and Graduate Program Administrator **at least** two weeks in advance of the date that he/she intends to submit examination copies of the thesis.

The Faculty of Graduate and Postdoctoral Affairs specifies the requirements for thesis and MRE's as: "The master's thesis should embody the results of successful scholarly research in a specialized area. It should exhibit the candidate's knowledge of recognized techniques of investigation and critical evaluation, and be presented in an organized and systematic way."

Please consult the Thesis Requirements Checklist: <http://gradstudents.carleton.ca/thesis-requirements/thesis-checklist/>

You must upload the pre-defence copy of the Thesis via Carleton Central. The instructions for the Electronic Thesis Deposit are available here: <http://gradstudents.carleton.ca/thesis-requirements/electronic/>. In addition, you are required to submit a hard copy of the thesis for every member of the examination board. Please note that the Academic Integrity Statement has to be submitted along with the Thesis copies: <http://gradstudents.carleton.ca/wp-content/uploads/Academic-Integrity-Statement.pdf>.

Thesis Defence

Students completing the program following the thesis route are required to undertake an oral examination of their thesis. The thesis supervisor, external and internal examiners will pose two rounds of questions. Thesis defences are technically examinations, but they should also be seen as great opportunities for the discussion and recognition of the student's MA research. If you have any concerns about the Thesis defence, please talk to your Thesis supervisor.

Please consult the Thesis Examination Policy, Faculty of Graduate Studies for more information about the thesis defence.

Plagiarism

Students should consult the Graduate Calendar concerning plagiarism and academic integrity. The Department does not tolerate any breaches of University policy on integrity and ethical academic practice. See Section 18 of the Graduate Calendar:

<http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#18>

Recommended Timeline for MA Thesis or Master's Research Essay

Time Period	THESIS	MRE
1 st Semester	Course Work	Course Work
2 nd Semester	Course Work Begin work on proposal/narrow research area as part of LAWS 5001	Course Work Begin work on proposal/narrow research area as part of LAWS 5001, as appropriate.
End of 2 nd Semester	Meet with one or more possible supervisors. Supervisor should be confirmed by end of second semester/start of Spring/Summer.	Meet with one or more possible supervisors. Supervisor should be confirmed at the latest early in the Fall (third semester).
3 rd Semester (Could be Fall term, second year)	Register in thesis course for both semesters. Meet with supervisor and agree upon a schedule for completion.	Complete course work. Students may choose to register in MRE course in either or both fall and winter semesters. Meet with supervisor and agree upon a schedule for completion.
4 th Semester (Could be Winter term, second year)	Full draft to be completed by end of first month/start of second month (i.e. Jan/Feb). Thesis copies for examination due at start of third month (i.e. March). Final print copies for examination & submission due early in fourth month (consult Graduate Calendar for dates)	Full draft to be completed by second month. Final draft submitted to Supervisor and Second Reader by end of third month (i.e. March or Nov at the latest).

PHD PROGRAM REQUIREMENTS

Overview

The PhD Legal Studies is designed as a 4-year program in which students will complete 10.0 credits as follows:

1. Course work amounting to 2.5 credits, of which the following are required courses:
 - LAWS 6000 Doctoral Seminal in Legal Studies [0.5 credits];
 - LAWS 6001 Proseminar in Legal Studies [0.5 credits];
 - At least ONE of LAWS 6002, 6003, or 6004 [0.5 credits];
 - Optional courses (with approval of Graduate Supervisor): 1.0 credits from within the Law Department (at 5000 or 6000 level) or from another Department/Faculty.

Some students will be advised to take LAWS 5000. This will constitute part of your 2.5 course credit requirement.

2. Comprehensive Exam, LAWS 6095 [1.0 credits];
3. Thesis Proposal, LAWS 6096[1.0 credits]; and
4. PhD Thesis, LAWS 6909 [5.5 credits].

Students are also required to complete a second language requirement (see below).

Time Frames

Full time students are expected to complete the course work component in the Fall and Winter terms of the first year, the comprehensive exam by December of the second year, and the proposal in the spring of the second year. The remainder of the time is dedicated to researching and writing the thesis. In some cases, it might be advisable to take more time towards the completion of the comprehensive exam or the Thesis proposal. However, the PhD Thesis is the core of the PhD Program, and the individual research plan should allow sufficient time for this component.

Year One – Course Work

In year one students will be required to complete 2.5 credits. 1.5 of these (3 half credits) are compulsory (6000, 6001 and field seminar), 1 credit (2 half credits) is comprised of electives. Electives can be courses offered in the Department of Law and Legal Studies, including 5000-level courses, or in other departments/faculties.

Where students do not have a background in legal studies, or have not been exposed to relevant aspects of social and political theory, the Graduate Supervisor may suggest or require students to take LAWS 5000: *Theories of Law and Social Transformation*, in order to become more firmly rooted in the field. This course will count as one half-credit elective.

Important: Some students choose not to register in the summer term of first, second or third year for personal and financial reasons since continuous registration is not required until initial registration in the thesis. Failure to register may impact your externally awarded scholarships that you may hold, such as OGS and SSHRC as well as internal funding. Please consult the Graduate Program Administrator.

Year Two – Comprehensive Exam, Thesis Proposal and Language Requirement

The comprehensive exam is normally completed in the first term of second year. See the *Comprehensive Exam LAWS 6095 Guidelines* attached to this handbook and on the website.

Upon completing the comprehensive exam, students will start working on the **thesis proposal**, which should be defended by the **spring of the second year**. The thesis proposal will normally build on the themes identified through the comprehensive as well as other themes and areas of interest identified in course work. These areas of interest will serve to assist students in shaping their independent research projects.

The second language requirement is also normally completed in the second year, but must be completed in any event prior to defence of the PhD thesis.

Years Three and Four – The Thesis

During the final years in the program students will undertake a major, independent research project supervised by a faculty member in the Department with the additional guidance of 2 committee members who will normally come from the Department of Law or cognate departments. Normally the thesis will be defended by the spring of the fourth year.

PhD Comprehensive Examinations Guidelines

General Description

The comprehensive examination is an integral part of the process of doctoral study, located between coursework and the preparation of the thesis proposal. It is a period of consolidation, reflection and a link to the dissertation area. The Legal Studies comprehensive exam allows students, in consultation with their comprehensive exam committee (the supervisor and two other faculty members), to focus more specifically on their topic areas and encourages them to be the architects of their own research agenda.

In the process of satisfying the comprehensive requirements, you must be able to demonstrate to your Comprehensive Exam committee your command of a particular field and the demonstration of a professional skill. You define the field for your comprehensive exam in consultation with your supervisor. The *field* can be a traditionally framed area of inquiry, or it can sit at the intersection of two different sets of literature that you are seeking to bring into conversation. There are different comprehensive exam formats that allow you to develop and demonstrate different professional and research skills, such as writing a literature review, designing a course, and writing a research article.

Timing: From start to finish

Registration in the comprehensive examination (LAWS 6095) normally takes place after completion of the coursework requirements. However, preliminary planning for the comprehensive should begin in the first year of the program. Normally, the comprehensive examination must be completed no later than two years (6 terms) after initial full-time registration, and four years (12 terms) after initial part-time registration. Missed deadlines with respect to the comprehensive may lead to a review of your standing in the program.

The comprehensive examination includes a written and oral component (comprehensive exam defence).

Comprehensive Exam formats

The Department of Law and Legal Studies offers four different comprehensive exam formats: course outline, research paper, review paper, and written examination. Each format allows students to combine the study of a field with the development of research and professional skills.

1. Course Design

The course design option gives you the opportunity to develop a course under the guidance of the comprehensive exam committee. You are also encouraged to seek advice on the pedagogical aspects of the course design from the Educational Development Centre (EDC). The proposed course will normally be intended for 3rd and 4th year undergraduate students. The completed comprehensive exam should include:

- A complete course outline that follows the Department of Law and Legal Studies regulations.
- An essay (15-20 pages) explaining the logic of the course, its boundaries, the selections of materials, learning objectives, and assignments.
- Three class plans in a format of your choice (full lecture notes, seminar notes, or other formats as appropriate).

2. Research Paper

A research paper comprehensive exam develops and demonstrates the essential skill of planning, researching, and executing a publishable academic article on a topic developed by the student in consultation with the comprehensive exam committee. Research paper comprehensive exams are especially suitable for students who already have a good command of a given field and are in a position to add original insights. The exam will require more “depth” and focus than the “breadth” traditionally associated with a review paper type of comprehensive exam. The final product will be a publishable research article of 10,000 to 12,000 words.

3. Review Paper

A literature review comprehensive exam entails the review of literature within a field defined by the student in consultation with the comprehensive exam committee. The written product will normally be a paper of 30-40 pages (but no more than 45 pages) that focuses on key issues and debates within this field. You need to identify gaps, give your position and locate yourself within the literature as well as assess ‘what is at stake’ in the area rather than simply summarizing the materials.

4. Written Examination

A written examination involves answers to essay-type questions posed by the comprehensive examination committee. The written exam can be administered in a take-home or a sit-down format (the take-home is the usual format). There will be some choice (e.g., 5 out of 7) of questions. The questions are prepared by the committee in response to a written statement from the student specifying their perceptions of the key issues in the field and a core bibliography. The take-home exam is normally 30-40 but no more than 45 pages in length.

The Comprehensive Exam: Getting Started

The comprehensive exam process begins with a brief proposal that is developed in consultation with the committee. The purpose of the proposal is to clarify the format, goal, and scope of the comprehensive exam. The proposal should be no longer than five pages long and include:

- A statement of how you wish to be examined (that is, which written format you intend to follow);
- A statement delineating the field in which you wish to be examined;
- A statement about the scope of the exam (i.e. course title and overview for a course design exam, research question and preliminary thesis for a research paper exam); and
- A core bibliography of at least 25 items representative of the field and approved by your committee.

The format, topic and core bibliography must be approved by the comprehensive exam committee. In the oral examination, students may be asked questions about the work they submitted and about the items on their core bibliography.

Comprehensive Exam Committee Membership

The committee for your comprehensive exam is normally made up of three members: a supervisor and two committee members. The committee members will be determined in consultation with your supervisor; one of them may be from outside the department. Committee members are chosen for their knowledge of the field and/or their ability to assess your comprehensive exam research methods and theoretical content. The committee used for your comprehensive exam may be different from the committee established for your dissertation work.

Comprehensive Feedback and Defence

Feedback from the supervisor and committee should normally be given within three weeks following submission of the written work for a comprehensive exam. When the committee deems the work ready, a date for a defence will be set. The defence date should be as soon as possible following the approval of the supervisor and the committee members. Normally all members of the committee will attend the comprehensive oral examination. In the event that a member must be absent, that committee member should provide written comments and questions that will be presented at the oral defence.

At the end of each comprehensive examination, a grade of Pass/Fail will normally be awarded. The committee, however, may require specific revisions to the written work in light of the oral defence before a grade is awarded.

A designation of "With Distinction" may be awarded; the designation is recommended only in cases where the student has demonstrated, in both oral and written components, an exceptional and extraordinary command of the material covered by the comprehensive.

Copies of the comprehensive exam proposal and the final written document associated with the defence must be filed with the departmental Graduate Administrator and kept in the student's file; this is done after the defence and after any necessary revisions have been made.

PhD Thesis Proposal Guidelines

Overview

Each doctoral candidate must successfully complete and defend a thesis proposal. The proposal is written after the successful completion of the comprehensive exam and should be completed within a single semester of concentrated work. The proposal should be presented for defence by the end of the second year of full-time doctoral study. The proposal is defended at an oral examination conducted by the supervisory committee. Evaluation is on the basis of pass/fail. The proposal must be successfully defended before you can register in the Ph.D. thesis (LAWS 6909).

This guideline is to assist you in the preparation of your thesis proposals. You should work with your thesis supervisor in the preparation of your proposal.

Proposal Guidelines

Your proposal will have a working title and should be no less than 20 and no more than 30 pages. Formats and order will vary, but your proposal should include the following elements:

1. **Clear statement of research** question/research focus.
2. **Justification/working thesis:** Clear statement of why is this research focus necessary/relevant. In some cases this section might include a preliminary answer to your research question.
3. **Literature Review:** Locate your project within the relevant literature, summarizing the main debates and analytical directions in the field. Your discussion should identify the gaps in the literature your research will speak to, and the contributions your project will make. This section should include not only a discussion of which bodies of scholarship you identify as relevant and why, but also a discussion of which literatures you are not considering and why.

4. **Key theoretical concepts:** Identify and define the key theoretical concepts through which you will be conceptualizing your analysis in abstract terms, anticipating how these concepts are contested. The theoretical framework will answer the question: “What language will I use to analyze the phenomenon at the heart of my project?” The theoretical concepts help the project exceed the limits of its specific object.
5. **Methodological Approaches:** Which research and analytical methods do you intend to use to answer the research questions you identify? What led you to these methods and what are some of strengths and limits of your choice of methods?
6. **Research Design:** Closely connected to your discussion of methodology, the section will explain the:
 - Time frame for the research;
 - Different stages in the process;
 - Need for/completion of ethics approval (if relevant, attach copies of your draft ethics application documents);
 - Sources of information for your thesis and any issues around access; and
 - Basic layout of thesis chapters: what will be discussed, roughly, in each chapter; how do the chapters build on one another.
7. **Bibliography:** Include a bibliography of relevant writing in the area.

Evaluation

Your thesis proposal does not have to be a rigid template for what follows afterwards, but it should offer a plausible and usable road map. Research questions may be altered or refined as the research process advances.

In examining the thesis proposal, your committee will consider:

- Has a viable and original dissertation topic been identified?
- Has the central research question or problematic been clearly identified? Has its significance been justified?
- Does the proposal identify a theoretical field through which the research will be framed and analyzed?
- Does the proposal evidence a competent understanding and appreciation of the topic under consideration and the relevant scholarly literature?
- Will the method/s chosen allow the candidate to address the central research questions/problematic?
- Is the research plan (in terms of timing, access to material, logical flow) doable within a PhD thesis?
- Will this project make an original contribution to the field?

The proposal and defence will be evaluated on a pass/fail basis.

Language requirement

As a graduate student, you have access to language classes and a unique chance to develop, improve, and maintain language proficiency. It is encouraged that all PhD students use this opportunity. In addition, all Legal Studies PhD students are required to show at least reading proficiency in a language other than English.

Some students will need language skills (reading and possibly listening/speaking) for their PhD research. For these students, language proficiency is not simply a matter of a formal degree requirement. Rather, it is an integral part of their research capabilities. As your research agenda develops, you need to consider if you have the requisite language skills and, if necessary, how you can develop them.

Students who need to work with a language other than English for their PhD Thesis research have to be able to show proficiency in that language. It is important to assess the language requirements for the desired PhD Thesis project and methodologies as soon as possible. You might need up to two years of fairly intensive language training to develop your proficiency in a language that you had little or no exposure to. Please start language classes as soon as you know that you will need them; you don't want to delay your Thesis or have to change the topic or methodology just because your language skills are holding you back.

Students whose PhD research does not require proficiency in a specific language other than English can designate a language of their choice that has a reasonable connection to their broader field of research.

For departmental purposes, the language proficiency requirement is met by one of the following methods:

- Passing a 2nd year language course (such as FINS 2105),
- Translating a passage from an academic text in the student's field of interest into English
- Petitioning the Graduate Program Supervisor to recognize previously taken university-level language courses at the 2nd year level or above, or
- Showing evidence of secondary or post-secondary education completed in the relevant language,

- Or showing that their primary language is not English, but another language that they can draw upon for their research.

For the purposes of conducting research, a higher level of proficiency might be desirable or necessary.

Procedure: In order to have language classes or previous educational experience in that language recognized or to set up an exam, please contact the Graduate Program Supervisor.

Important: Any language classes necessary to fulfil the departmental language requirement or the proficiency levels needed for the thesis research should be started no later than in the second year. The second language requirement must be completed prior to defence of the PhD thesis.

Thesis requirements

Overview

The PhD Thesis is the culmination of your research training. A PhD Thesis is expected to offer a skilled, nuanced, theoretically grounded, methodologically sound and comprehensive examination of the chosen topic that significantly contributes to the literature. The thesis is expected to adhere to standards of scholarly rigour and writing in the relevant field(s). The expected Thesis length is 250-300 pages.

The Faculty of Graduate and Postdoctoral Affairs specifies the requirements of the thesis as:

“The doctoral dissertation must report, in an organized and scholarly fashion, the results of original research. The thesis must be a contribution to knowledge and demonstrate the candidate’s ability to undertake sustained research and to present his/her findings in an appropriate manner.”

These requirements can be fulfilled by very different kinds of theses. In the process of developing and writing your PhD Thesis, you will work closely with your supervisor and your committee to develop your own approach to research and writing. This is (probably) your first book-length research project, and it is (again, probably) the last research project that you will complete under the guidance of a committee. By completing your PhD, you demonstrate your ability to undertake major research projects without external supervision. Please review the Graduate Faculty guidelines on theses and supervision relationships: <http://gradstudents.carleton.ca/thesis-requirements/>

Finishing the research is great, but PhD Theses need to be properly formatted before they are circulated to the examiners for the defence. Please consult the Thesis Requirements Checklist: <http://gradstudents.carleton.ca/thesis-requirements/thesis-checklist/>

You must upload the pre-defence copy of the Thesis via Carleton Central. The instructions for the Electronic Thesis Deposit are available here: <http://gradstudents.carleton.ca/thesis-requirements/electronic/>. In addition, you are required to submit a hard copy of the thesis for every member of the examination board. Please note that the Academic Integrity Statement has to be submitted along with the Thesis copies: <http://gradstudents.carleton.ca/wp-content/uploads/Academic-Integrity-Statement.pdf>.

PhD Thesis Defence

Students are required to undertake an oral examination of their PhD thesis. The PhD Thesis committee consists of the supervisor, two committee members, and an “internal external” examiner (from a different department) and an external examiner (based at another university). The committee members’ role is to offer advice and guidance on the student’s research work, particularly on those aspects that fall outside the supervisor’s area of expertise. The committee members are at a minimum expected to approve the student’s proposal, read and comment on the thesis once it is completed in draft form, and be fully involved in the preparation of the examination copy of the thesis. The external examiners will normally only be identified once all committee members have approved the thesis.

The PhD Defence process (including preparations) is explained in this document: <http://gradstudents.carleton.ca/wp-content/uploads/Thesis-Examination-Policy-Revised-22-April-2014.pdf>.

At the defence, the examiners and committee members will pose two rounds of questions. Thesis defences are technically examinations, but they should also be seen as great opportunities for the discussion and recognition of the student’s PhD research.

If you have any concerns about the defence, please contact your supervisor. Please consult the Thesis Examination Policy, Faculty of Graduate Studies for more information about the thesis defence.

Developing a Thesis Project, Finding a Research Supervisor

Most students will use the first year to both find an appropriate research project and to find a research supervisor (and committee members) who will guide them on the steps that will follow. The processes of defining a feasible research project and locating an appropriate supervisor who will help refining the project should be seen as connected.

Who can Supervise Doctoral Students?

Your supervisor will normally be a full-time faculty member in the Department of Law and Legal Studies. The supervision privileges are a question of faculty rank: all tenured assistant professors as well as associate professors and full professors can supervise PhD students. Assistant professors who are not yet tenured can co-supervise PhD students.

A complete list of all faculty members in Law and Legal Studies is available here: <http://www.carleton.ca/law/faculty-and-staff/department-faculty>, and a list of faculty areas of supervision expertise is here: <http://carleton.ca/law/wp-content/uploads/Areas-Of-Interest-Undergraduate-14-151.pdf>.

If a student chooses an adjunct research professor, a professor emeritus, or a faculty member within one year of retirement as the supervisor, they are required to have a co-supervisor (at least nominally). The full guideline is available here: <http://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-appointments-policy/>

Finding a Research Supervisor

Finding a PhD supervisor is a crucial part of the process. Some students enter the program with a supervisor in mind, while others are in the process of prioritizing possible research areas and thesis topics. Please be assured that all faculty members in Law and Legal Studies feel collectively responsible for and committed to help find you the most appropriate supervisor for your project. This means that you can and should draw on these resources and be assured that we will support you on your journey. In addition, it is possible and it might be appropriate to change committee membership from the comprehensive exam stage to the PhD proposal and the thesis.

The following strategies can be helpful:

1. Be a good departmental citizen and be present. You will probably take five courses in your first year in the program in which you can meet potential supervisors. Departmental events such as lectures, colloquia, and workshops are great opportunities for meeting and observing potential supervisors. At these events, you will be able to hear about faculty members' new

research, you will see how professors ask questions and engage with the speakers, and they will come to know you and your contributions.

2. Have a plan and a project. In most cases, you should have identified an area of research for the PhD Thesis as well as a possible project and format for the comprehensive exam. If you have a short document (1-2 pages) that outlines your interests, questions, and possibly your method, it will be much easier for potential supervisors to see if they're the most suitable supervisor for your project if it indeed clear what your project is about.

3. . Ask around. If you are unsure about possible supervisors, you can start by asking faculty members you already know for recommendations. We might know of connections between your interests and our colleague's interests and expertise. Faculty members are open to these kinds of conversations and will not take offence that they are not being approached as a potential supervisor. If in doubt, feel free to ask the Graduate Supervisor for recommendations.

4. Make connections, meet potential supervisors. If you already have a few potential supervisors in mind when you start the program, you might want to make sure that you see them in action either in classes you take or at research presentations you give. This allows you to see different approaches to research, and it allows potential supervisors to get to know you.

5. Ask politely, and know there's a range of responses between "yes" and "no." You should only ask a faculty member to be your research supervisor once you're really sure that you want to work with them. You have your reasons for asking them, so don't be shy about telling them why you think they would be the best supervisor for you and your project. Having matching approaches to research and supervision might turn out to be more important than the direct topic.

6. Listen to responses carefully. The response might not be an immediate "yes." Instead, you might be starting a conversation about what you're looking for in a supervisor and who would be the best match. Quite often, the response is "I think my colleagues B and C would actually be more appropriate supervisors for this project because their theoretical approach or methodology aligns much closer with your plans." If you don't think this is the case, tell them why. Or a faculty member might have taken on so many supervisions that they can't commit to another one.

7. Consult with the Graduate Supervisor. If you would like any advice or suggestions during this process, please consult the Graduate Supervisor. They have seen a lot of students going through the process of finding a supervisor, they know their colleagues, and they can help you find a research supervisor.

The PhD Supervisor-Student working relationship

The full university guidelines on graduate supervision are available here:

<http://gradstudents.carleton.ca/thesis-requirements/graduate-supervision-responsibilities-expectations-policy/>. The following list sums up the most important expectations and responsibilities.

The Supervisor

- Primary responsibility for supervision lies with the supervisor.
- The supervisor will help the student develop a realistic timeline for the completion of the project.
- The supervisor is expected to respond to and, when appropriate, approve the overall design of the Comprehensive Exam, Proposal and the Thesis.
- The supervisor is expected to read and comment on drafts of portions or chapters of the project and to return them to the student within a reasonable and previously announced period of time. The time between the submission of a draft at a previously agreed upon deadline and the supervisor's feedback time will normally be between one and two weeks for short pieces of work, and can be up to four to six weeks for long drafts (multiple chapters or a complete thesis draft). The turnaround time depends on the supervisor's other commitments.
- The supervisor is responsible for coordinating the work of the committee. In consultation with the student, the supervisor might decide that the committee should meet in person, discuss drafts over email, or choose another method for assessing the work of the student. In case of diverging feedback from committee members, it is the supervisor's responsibility to communicate to the student how to interpret and respond to the comments.
- The supervisor will advise the student when the thesis is ready to be defended.
- The supervisor will mentor the student. This might include advice on funding applications, choosing conferences and giving presentations, preparing publications, research dissemination, deciding when and what to teach, and preparing for the job market.

The Student

- The student is responsible for identifying the area of research, questions, relevant literature, and methodology for the thesis.

- The student is responsible for choosing the committee members (in consultation with the supervisor) and communicating with them.
- The student is responsible for setting up a timeline for the project completion, have it approved by the supervisor, and meeting the deadlines contained in that document.
- The student is expected to maintain regular contact with their supervisor.
- The student should discuss the progress of research regularly with their supervisor, even when no written work is being handed in for revision.
- The student should expect and welcome comments and criticism.
- The student must allow readers sufficient time for making comments. Two to three weeks is a common and reasonable turnaround time for written work.
- The student is responsible for meeting **all** deadlines, including those set by the University.
- If the student has the impression that communication with committee members has broken down or expectations on the project diverge, they will consult their research supervisor. If the student has the impression that their work relationship with the research supervisor is overly strained, they will consult the Graduate Program Supervisor. (If the research supervisor is the Graduate Program Supervisor, the student will contact the Department Chair.)

Working with your PhD Supervisor

- Your research supervisor is your mentor, advisor, and advocate.
- It is very important that the student/supervisor relationship is understood as a professional relationship, and that this understanding is reflected in the communication throughout the research process.
- Please refer to the section on MA Thesis projects for examples of appropriate communication about deadlines and agreements on p. 19-20.

ODDS AND ENDS

Working as a Contract Instructor

From time to time, PhD students may be eligible to apply for employment as contract instructors for LAWS courses. However, to assist students in maintaining the momentum necessary to complete their doctoral studies, PhD candidates are not eligible for employment as contract instructors until after they have successfully defended their PhD proposal.

Graduate Student Study Area

Graduate students are entitled to work spaces in the Graduate Study Room/Lounge, located in the LOEB Building, Room C460. This room is equipped with a few computers, wireless access, desks, fridge, microwave, etc. Keys for this room will be distributed by the Graduate Program Administrator in September. PhD students also receive keys to a separate work area. Upon completion or discontinuation of the program, please return all your Department keys.

E-mail and Written Correspondence

Each graduate student will be provided a mail slot located in the Graduate Study Room/Lounge. Mail is delivered once a day. If you cannot check your mailbox at least once a month, please notify the Graduate Program Administrator. As a registered student in the program, you must use your Carleton University e-mail account. You can forward your Carleton University email to another account, but you need to read the emails we send to your Carleton University email address. It is your responsibility to check both your mailbox and e-mail inbox regularly.

Payroll

If applicable, payments for RA/TA positions are set up for automatic deposit into your bank account. The system for the disbursement of scholarships is being changed this year; please pay attention to email announcements.

Legal Database Access

Quicklaw

- One of the services available through the network is Quicklaw. This program offers a wide variety of commercial databases of legal materials, including judicial and administrative decisions, statuses, periodical indexes, bibliographies, newspapers, etc. One needs an account and password in order to access these databases. For many of these databases, there is no fee. Some databases may include a fee, which are subject to change.
- How to Set-Up a Quicklaw Account:
http://www2.library.carleton.ca/eresources/QL_reg_06.pdf

Lexis-Nexis

- Lexis-Nexis is also available through the library. It provides core legal material from Canadian, United States and International jurisdictions, including materials such as the Canada Law Book and American Law Journals. This service is free of charge to graduate students in the MA and PhD Legal Studies Program at Carleton.
- Further Information on Lexis-Nexis:
<http://www.library.carleton.ca/find/databases/lexisnexis-academic>

Computing Services

A variety of computer services are available to graduate students. The Department of Computing and Communication Services (CCS) maintains a PC network for both graduate and undergraduate students. Computers are networked and contain WordPerfect, Microsoft Word, Excel, PowerPoint and other course-related applications. There are computers in the Graduate Student Study room.

To activate your Student Computing Account (SCA): <http://www6.carleton.ca/ccs/all-services/accounts-and-passwords/student-computing-account/sca-activation-via-student-labs/>

For Wireless and Internet Information/Set-up: <http://www6.carleton.ca/ccs/all-services/wireless-and-internet/>

Chet Mitchell Law Resource Centre

The Chet Mitchell Law Resource Centre is a reading and reference room for faculty and students. It provides select legal studies resources supplementing holdings found at the MacOdrum Library. Located in Room D590.

Jurisprudence Centre

The Jurisprudence Centre is a forum for discussion and research on legal studies. The Centre hosts seminars, guest speakers and visiting scholars throughout the year.

Student Organizations and Activities

Carleton University has a number of campus-wide graduate student organizations and activities. Please consult the links below for membership information, nomination forms, and email contact information for current Legal Studies representatives:

- Graduate Student's Association (GSA): <http://gsacarleton.ca/>
- GSA Council: <http://gsacarleton.ca/council/>

- Graduate Academic Caucus (GAC): <http://gsacarleton.ca/committees/>

The Carleton University Graduate Legal Studies Society (CUGLSS) objectives are:

“...to facilitate the participation of Legal Studies graduate students in the Law and Legal Studies Department and the University, and to encourage a scholarly dialogue and a sense of community among MA and PhD graduate students” (CUGLSS Constitution 2013). A number of student leadership positions are available on the CUGLSS core committee. Please join the graduate student list serve for more information: (email subscribe-legalstudiesgrads@lists.carleton.ca).

The Legal Studies graduate students also use facebook to announce and organize events:

<https://www.facebook.com/groups/575348319167426/>

Graduate students working as Teaching Assistants and Contract Instructors are represented by the Canadian Union of Public Employees, Local 4600 (CUPE4600) More information on CUPE may be found on their website: <http://4600.cupe.ca/>

Student support services

The Faculty of Graduate and Postdoctoral Affairs offers a variety of workshops and services to support graduate students in their development of research and writing skills, teaching skills, career planning, and overall wellness. All services and workshops are listed on this website: <http://gradstudents.carleton.ca/professionaldevelopment/>

Students with disabilities have access to the Paul Menton Centre services that assist in making graduate studies accessible to students with disabilities, including short-term limitations arising from injuries or illnesses:

<http://www.carleton.ca/pmc/students/support-services-and-resources/>.

The International Student Services Office provides international students with access to mentoring, updated visa regulation information, opportunities to meet other international graduate students and other services that are specific to the needs of international students.

<http://www.carleton.ca/isso/>

Graduate students have access to the on-campus Health and Counselling Service clinic. The physicians and counsellors have experience in dealing with the situations that graduate students face and are there for you, whether you need the flu shot, help for dealing with stress, or have any other medical concerns. Their website is <http://www.carleton.ca/health/>, for appointments, please call (613) 520-6674.

Graduate students have access to the Carleton University Athletics Centre with its diverse offerings of athletic, dance, and yoga classes, workout facilities, recreational leagues, and a

pool: <http://athletics.carleton.ca/>

KEEPING IN TOUCH

The Department of Law and Legal Studies has an active social media presence on facebook (<https://www.facebook.com/cuLegalStudies>) and twitter (@cuLegalStudies). Please consider following the Department on one of these platforms to receive news and updates

Your key faculty contact is the Graduate Program Supervisor. If you experience academic problems, deal with issues that affect your academic performance, or have questions about working with your supervisor or committee, please come and see the Graduate Program Supervisor, Christiane Wilke.

Your key administrative contact is the Graduate Program Administrator, Andrew Squires. If you have any questions concerning administrative issues such as registration status, funding, thesis submission or otherwise, please come and see the Graduate Program Administrator, Andrew Squires.

Any emails with information and updates about the program will be sent to your Carleton University email account. We ask that you also respond to us from your Carleton University email account so that we know that it's you we're talking to.

Thank you very much!

Last updated: August 2015 by Christiane Wilke.

If you have suggestions for updates, please email Christiane Wilke (christiane.wilke@carleton.ca).