

Course Outline

Course:	LAWS 5001 W – Legal Method and Social Inquiry
Term:	Winter 2025
Class:	Day & Time Mondays 2:35 – 5:25 pm
	Room: Please check Carleton Central for class schedule
Modality:	In-person
Brightspace:	https://brightspace.carleton.ca/d2l/home/285215
Instructor:	Dr. Sheryl Hamilton (she/her)
Contact	Office hours Thursdays 1:30 – 3:30, or by appointment
	Email Sheryl.hamilton@carleton.ca

Calendar course description

Introduces problems of research strategy and methods. Explores contrasting methodologies in legal research; evaluates methodologies employed in understanding legal reasoning, discourses, and practices. Includes seminars in which participants present outlines of their own research projects, focusing on methodologies and research questions.

Course Description

We all do research. However, epistemology, methodology and methods are often assumed, ignored, dreaded, unarticulated, and/or unproblematized in law and legal studies graduate work. This course invites you to tackle “the M word” head on. Over the term, we will think critically about the nature of research and how and why we do it through reading, discussing and, as importantly practicing.

Evaluation in this course follows a portfolio model where you will curate a suite of activities that best enables you to work towards your specific learning goals (whether pursuing your degree through the coursework, research essay or thesis pathway). In our reading, discussion and practice, we will privilege experimentation and growth through process.

Regardless of how and why you are completing your degree, the course is premised on the assumption that all members of our class are interested in pursuing the pleasures of intellectual exploration, in honing their research and professional skills, and in developing further their identity as a researcher.

Learning Outcomes

Successful completion of the work in this course will help you to:

- transition from knowledge consumers to knowledge producers at the graduate level;
- develop epistemological vocabularies and research design skills suitable to your research goals;
- reflect upon and practice key elements of academic craft;
- explore and practice a number of different methods;
- integrate issues of methodology and method into your theoretical, social, cultural and political commitments;
- encourage and support critical thinking and practice in relation to your own and others' research;
- enhance your professional academic skills;
- embrace an enduring reflexive approach to the power dynamics of research; and
- cultivate an orientation of curiosity towards social problems in law and legal studies.

Course Modality

This class will take place in-person. In the event of significant health or environmental factors impacting our ability to, or the wisdom of, meeting in-person, we may opt for an online modality (occasionally, temporarily, or permanently).

Required Course Material and Cost

All required materials will be available through the course Brightspace page at no additional cost to students.

Roadmap to the Course

After our introductory week, the course consists of: 2 Big Picture sessions; 2 Craft sessions; 5 Research Practice sessions; and 2 Course Conference sessions.

Each of our Big Picture, Craft and Research Practice sessions will also include an Academic Coaching unit with topics to be selected by all of you. Possible topics include: selecting a supervisor; preparing a conference abstract; writing an academic article or an article for a venue such as *The Conversation* or *Policy Options*; time management skills; how to write a literature review; tips for presenting your work to various publics; what happens at a thesis defence; and more.

The below table is also provided as a stand-alone document in the Helpful Tools Module on the course Brightspace page. After you and I have agreed on a Portfolio Plan, you can fill in all Contributions and Due Dates, as well as what you need to be preparing each week in order to assist you in managing your time.

LAWS 5001 At a Glance

Date	Topic	Readings (full citations follow)	Prep work, Contributions & Due Dates
January 6	Introduction	Booth et al. (2024)	
January 13	What is research?	Schwartz-Shea and Yanow (2011) Law (2004) Creutzfeldt (2019)	
January 20	Research Matters	Mason (2002) Gerrard, Rodulph, & Sriprakash (2017) Doucet (2008) Smith (2021)	
January 27	Reading	Guillory (2008) Mattern n/d CLEAR (2021)	
February 3	Writing	Gilgun (2020) Hamilton and Pitt (2009) Falkner and Squillante (2020)	
February 10	Archives	Mawani (2012) Hartman (2019) Schmid n/d	
February 17	Break Week		
February 24	Interviews	Della Porta (2014) Chongo (2018) Ratnam and Drozdewski (2022)	
March 3	Document Analysis	Bowen (2009) Braun and Clarke (2006) Lange (2011)	
March 10	Images	Rose (2016) Brady and Hiltz (2017) Edrington and Gallagher (2019)	
March 17	Cases and Case-ing	Berlant (2007) Becker (2009) Stern (2011) Majury (2006)	
March 24	Presentations	No readings	
March 31	Presentations	No readings	

KEY:

Big Picture

Craft

Research Practice

Conference

Evaluation: Portfolio Model

Evaluation will be based on the creation of a Portfolio of work, experiences, and outputs drawn from Required (75%) and Self-Selected (25%) Portfolio Contributions.

This model is designed to: give you a foundation in research design and methodology, provide hands-on experience in a range of research methods, and aid in developing other research and professional skills that you deem relevant to your MA education. It also gives you more control over your own schedule.

So, how will this work?

I will explain the Portfolio Model in detail during our first session and answer any questions you have. You will then have the following week to read ahead, think about which Contributions allow you to maximize your own interests and goals, and examine your context of future commitments, including assignments in other courses, employment (TAs, RAs and off-campus), and already-known personal events. You should then complete the Portfolio Plan, a template for which is provided in the Helpful Tools Module on the course Brightspace page.

I encourage you to distribute your submission dates over the term, with close to 40% of your final grade submitted prior to the Fall Break. Consistent with Carleton policy, at least one element worth at least 15 points must be submitted by January 27th.

At a mutually convenient time on January 16, 17, 20, or 21, you and I will meet in person to finalize your Portfolio Plan (incl. the finalized list of Self-Selected Contributions and submission dates for all work). Please send me your draft Plan by the morning of the day of our meeting.

Required Portfolio Contributions

Required evaluation comprises 75% of your grade and includes:

Portfolio Meeting with Professor	mandatory; no grade
Seminar Engagement	20 points
3 X Research Practices (15 points each)	45 points
Presentation of research practice in Course Conference	10 points
Total Points for Required Portfolio Contributions	75 points

NOTE: All required Contributions must be completed in order to pass the course

Self-Selected Contributions

You should select Contributions from the below list, to total a maximum of 25 possible points. Contributions which may be repeated once (i.e. you can do them twice) are: annotation of course reading, formal methods training, and methodological analysis of an academic article.

Conference abstract	5 points
Annotate a course reading	5 points
Supplementary interview about a Contribution	5 points
Attend a scholarly talk	10 points
Complete formal methods training	10 points
Complete a library research workshop	10 points
Interview a faculty member about a research project	10 points
(possible 5 point top-up)	5 points
Conduct a methodological analysis of academic article	15 points
Present your research at a conference	15 points
Complete a practice ethics application	15 points
Write something non-academic (memoir, op-ed, manifesto)	15 points
Approved alternative assignment (tbd with professor)	5-15 points
Total Points for Self-Selected Portfolio Contributions	25 points

Late Policy

Other than the final Presentations of Research Practice, you will set your own submission dates. Each Contribution should be submitted on the date you have selected. Each Contribution is subject to five possible additional days for submission (“wobble room”). If you turn in a Contribution after the five days of wobble room, for any reason, then you have the option to: 1) submit the Contribution late, whereupon it will be graded but no written feedback will be provided or 2) complete a different Contribution with a new due date. The option to submit late can only be accessed twice. For all other late submissions, you will be required to select a different Contribution and negotiate an appropriate submission date for it.

Submission and Formatting Details

All Contributions should be submitted through the course Brightspace page, where appropriate to their format, or otherwise turned in in class or during office hours. All written Contributions should be typed, double-spaced with one-inch margins, page numbers, a cover page (which does not count towards the page count) and a bibliography, if applicable (which also does not contribute to the page count). Use a spell and grammar check app/software or otherwise have your work proofread and corrected before submission. If the number of errors detracts from readability or substantive quality of the work, it may be returned for correction and resubmission (without penalty).

Portfolio Contributions

Below, I provide brief descriptions of all Portfolio Contributions (Required and Self-Selected). More detailed descriptions, specifications, and helpful resources are provided in the Brightspace Module for Contributions.

Required Portfolio Contributions

Seminar Engagement

This course will operate as a seminar where you are encouraged to participate thoughtfully in the discussions through posing questions, offering examples, sharing relevant experiences, and critically analyzing the course materials and your own position. Evaluation will reward active participation taking account of the quantity of your participation, its quality (the understanding and thoughtfulness displayed in comments and questions), and collegiality (the ability and willingness to engage in a respectful discussion with others). Success in this Contribution is premised upon you having read and grappled intellectually with the readings each week.

Research Practices

Research Practices are primary research activities where you will be doing or practicing a particular method. Please note that each requires some advance preparation, so please plan your work accordingly. Evaluation will focus on the quality of your engagement in the process or research rather than on the success of the end result only.

For all research practices, relevant course readings should be completed in advance of undertaking the practice and that knowledge should be reflected in your practice and any materials submitted for evaluation.

You should choose three (3) of the following five Research Practices to complete.

Research Practice #1: Exploring an archive

Please select an Ottawa archive that holds a collection of interest to you. Prepare for and visit that archive in order to work with primary materials (approx. 3-4 hours). Record notes on your experience (before, during and after attending) and, within the rules of the selected archive try to record a few examples of primary material (photographs, sketches, recordings). Prepare and submit a 5-7 page reflection on your experience.

Research Practice #2: Thematic Analysis

Virginia Braun and Victoria Clarke offer a practical approach to how to draw themes out of a large corpus of textual material. This practice involves you to identify a question, problem or issue which can be unpacked through analyzing across a corpus of diverse documents. Using Braun and Clarke's approach, journal your progress of collecting your documents, analyzing them, and identifying themes. Please submit your journal (incl. your identified themes) and a 3-5 page reflection on your process.

Research Practice #3: Practice Interview

Begin by considering what kind of interview you would like to do and who you would like to interview. Given ethical considerations (formal and informal), please consult with me prior to designing your materials, in order to have your plan approved. Design your question guide, test

it, and then conduct the interview (approx. 60-90 mins). Please submit your question guide, the interview transcript, and a 3-5 page reflection on the process.

Research Practice #4: Image Analysis

Please select an image that is of particular interest to you (and which you did not create) – artwork, advertisement, photograph, poster, postcard, graphic novel panel, meme, graffito, etc. Ensure you can obtain sufficient information about the image to complete the analysis. Using the approach detailed in Gillian Rose’s chapter, conduct an analysis of the image. Please submit a 10-12 page paper detailing your analysis and any challenges you faced.

Research Practice #5: Making the ‘Case’

Please select a “case” from your own area of interest. This can be either something that already operates as a case or which you would advocate has the potential to operate as a case. Answering the questions provided in the Brightspace module on Contributions, you will be asked to make the ‘case’ for its ‘caseness,’ and to explore what kinds of claims your case might bear and its limits.

Course Conference Presentations

You are asked to select one of your research practice experiences and present it to the class (approx. 10-12 mins.), to be followed by a brief Q&A. Keep in mind: we often learn more from experiences that did not unfold according to plan or which were somewhat ‘lumpy.’ Therefore, the presentations will not be graded on the “success” of the particular research practice, but rather on the quality of the self-reflexive engagement with the process, what was learned, and how effectively the oral/visual presentation is in communicating that learning your audience.

Self-Selected Portfolio Contributions

Conference abstract

Please identify an upcoming conference that is of interest to you and prepare an abstract of approx. 300 words, as though you were going to submit it. You are not required to submit the abstract or attend the conference, but I encourage you to consider doing so.

Course Reading Annotation

Please select an academic course reading and annotate it. Annotations consist of highlighting key passages and analytic terms and offering marginal notes that: connect ideas and arguments to other relevant course material, make observations and pose questions, flag particularly pleasurable or frustrating passages and why, note how you might apply specific elements to other contexts, etc.

Supplementary Interview on Contribution

If you would like to “chat it out” with me about one of your completed Contributions, you can do so. I will interview you (approx. 15-20 mins) about your process and you can present your ideas verbally. This will take the form of a friendly conversation, not a defence or “grilling.”

Attendance at a scholarly talk

Please attend a scholarly talk on campus about which you are curious. It does not have to be in your research area or offered by the Department of Law and Legal Studies (although it can be). Take notes during the talk and write a reflection (approx. 3 pages) that addresses the questions provided in the Brightspace Contributions module. Please submit your notes and the reflection.

Formal methods training

Various units at Carleton offer free short training sessions (2-3 hours) on different types of research tools whether that is bibliographic software, coding software, book production, and more. Please select a training session of value and interest to you and attend it. (Please note: some of these may require pre-registration.) You must attend the whole session. Please submit the notes you take and a reflection (approx. 3-page) considering what you learned and how you might incorporate this tool into your own practice.

Library workshop on finding news articles

If there is sufficient interest, I will request a workshop from Carleton’s research librarians on using news databases effectively. If this proceeds and you select this Contribution, please attend and take notes. Then, identify a question and conduct a detailed search using your new skills, journaling your work. Please submit your notes from the workshop and your methods journal of the search you conducted. (This does not include the full list of results)

Interview of faculty member about their methodology

You are invited to interview a LLS faculty member from the list provided on the Brightspace page. You will discuss their research practice in relation to a specific research project of theirs. Interviews should not be more than 30 minutes and should follow the question guide provided in the Brightspace module for Contributions. Please submit a write-up of the answers. For five extra points, you can read a piece of scholarly writing identified by the faculty member and annotate it in relation to what you learned in the interview.

Methodological Analysis of an Academic Article

Please select a research-based, peer-reviewed article published in an academic journal in which you have an interest and which pertains to Law and Legal Studies. Your choice may be motivated by the article’s persuasiveness, its style, your aggravation with it, your desire to emulate it, or any other considered reason. Please analyze it using the questions provided in the Brightspace Contributions module and write a brief paper (approx. 5 pages) analyzing its methodology and method(s).

Presentation of research at a conference

It is very fun and rewarding to present one’s research at a scholarly conference. This Contribution consists of presenting at the conference, submitting your presentation notes

(including any visual component), and offering a 3-page reflection on what you learned and what the experience was like.

Practice ethics clearance application

For any research project involving human subjects you will likely be required to apply to Carleton's Research Ethics Board for clearance. Please imagine a project (it can be real or not), complete the online training, and prepare a draft of the required ethics materials (CUREB Protocol, consent forms, participant recruitment letter/poster) for submission.

Non-academic written work

Many academics circulate their ideas in formats other than traditional academic writing. If you are interested in developing your writing skills and would like to write a memoir, an Op-Ed, a manifesto, a piece of popular journalism, a Parliamentary committee submission, or something else, pitch it to me and together we'll work out the specific terms of reference.

Approved alternative assignment

If you can dream it (and it allows you to explore and develop a skill that will enhance your law and legal studies studies research toolkit), then we can discuss including it as a Contribution.

Informal Accommodations

The link to formal accommodations is posted in the Helpful Tools and Resources module on the course Brightspace page and they are listed at the end of this document. If you have any other needs as a student not addressed or not addressed adequately by existing policies, and you would benefit from an informal accommodation to maximize your learning experience (e.g. employment, travel, child or elder care, chronic illness, etc.), please speak to me at the beginning of the term so that we can arrange a mutually satisfactory approach to meeting the course requirements and objectives and maximizing your learning experience.

Schedule of Readings and Discussions

January 6 Introduction

We will discuss what kinds of scholars we want to be, tackle some methodological vocabulary, review course themes, select some academic coaching topics, and review the Portfolio model.

Booth, Wayne, Gregory G. Colomb, Joseph M. Williams (2024), "Part I: Asking Questions, Seeking Answers" in *The Craft of Research, 5th edition*. Chicago: University of Chicago Press, pp. 32-60.

January 13 Big Picture #1: What is research and why do we do it?

We will consider different approaches to thinking about and doing research, explore the role of theory in research, and discuss motivations for and purposes of research.

Academic Coaching: Thinking about MA pathways: coursework only, MRE and Thesis

Schwartz-Shea, Peregrine and Dvora Yanow (2011), "Ways of Knowing" in *Interpretive Research Design: Concepts and Processes*, New York: Taylor and Francis, pp. 24-44.

Law, John (2004), "After Method: An Introduction" in *After Method: Mess in Social Science Research*, New York: Routledge, pp. 1-17.

Creutzfeldt, Naomi (2019), "Traditions of studying the social and the legal: A short introduction to the institutional and intellectual development of socio-legal studies" in *Routledge Handbook of Socio-Legal Theory and Method* (N. Creutzfeldt, M Mason & K. McConnachie, eds.), Abingdon: Routledge, pp. 9-34.

January 20 Big Picture #2: Research Matters

Research is shot through with power. We'll reflect upon and discuss the power relations animated by, and articulated in, university-located research practice, including issues of reflexivity. We'll consider why it matters to do research.

Academic Coaching: TBD

Mason, Jennifer (2002), "Finding a Focus and Knowing Where You Stand" in *Qualitative Researching*, London: Sage, pp. 13-23.

Gerrard, Jessica, Sophie Rudolph, Arathi Sriprakash (2017), "The Politics of Post-Qualitative Inquiry: History and Power" in *Qualitative Inquiry* 23(5): 384-94.

Doucet, Andrea (2008), "From Her Side of the Gossamer Wall(s): Reflexivity and Relational Knowing" in *Qualitative Methodology* 31(1): 73-87.

Smith, Linda Tuhiwai (2021), "Research Through Imperial Eyes" in *Decolonizing Methodologies: Research and Indigenous Peoples*, New York: Bloomsbury, pp. 49-65.

January 27 Craft #1: Reading

Academic reading is not as easy as it looks. We'll consider some of the myriad ways that scholars read (including us). We'll explore how else we might we read and what are some concrete strategies to read "better"?

Academic Coaching: Strategies for Reading in Grad School

Guillory, John (2008), "How Scholars Read" in *ADE Bulletin* 146, pp. 8-17.

Mattern, Shannon n/d, “Reading Effectively” at <https://wordsinspace.net/2010/08/20/reading-effectively/>

CLEAR (2021), “#Collabrary: A Methodological Experiment for Reading with Reciprocity” at <https://civiclaboratory.nl/2021/01/03/collabrary-a-methodological-experiment-for-reading-with-reciprocity/>

February 3 Craft #2: Writing

Many of us critique boring academic writing. First, what do we mean by boring? Second, maybe ‘boring’ is the right approach in certain contexts. Third, contemporary scholarship employs many diverse and engaging modes of writing. We’ll explore examples of scholars write and discuss the stakes of different ways of writing our research.

Academic Coaching: Writing Tips and Tricks

Gilgun, Jane F. (2020), “Writing Up Qualitative Research,” in *The Oxford Handbook of Qualitative Research*, 2nd ed (P. Leavy ed.), Oxford, pp. 984-1011.

Hamilton, Mary and Kathy Pitt (2009), “Creativity in Academic Writing” in *Why Writing Matters: Issues of Access and Identity in Writing Research and Pedagogy* (R. Ivanic, A. Carter, T.M. Lillis and S. Parkins, eds.), New York: John Benjamins, pp. 61-79.

Faulkner, Sandra and Sheila Squillante (2020), “Creative Approaches to Writing Qualitative Research” in *The Oxford Handbook of Qualitative Research*, 2nd ed (P. Leavy ed.), Oxford, pp. 1023-1044.

February 10 Practice #1: Archives

Too often read as self-evident repositories of history, archives are important sites of institutional, organizational, and governmental power. How might we think about archives and their relationship with knowledge and power? In practical terms, how does one go about archival research?

Academic Coaching: TBD

Mawani, Renisa (2012), “Law’s Archive” in *Annual Review of Law and Social Science* 8: 337-65.

Hartman, Saidiya V. (2019), “A Note on Method,” “The Terrible Beauty of the Slum” and “A Chronicle of Need and Want” in *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval*, New York: W.W. Norton & Company, pp. xiii-xxi, 3-10, 122-153.

Schmid, Laura (n.d.), “Using Archives: A Guide to Effective Research” at archivists.org

February 17 Break Week!

February 24 Practice #2: Interviews

Talking to other people is often privileged as a means of accessing some kind of truth about them ... we will explore and trouble that assumption while we engage the politics, stakes and messiness of talking as method.

Academic Coaching: TBD

Della Porta, Donatella (2014), "In-depth Interviews" in *Methodological Practices in Social Movement Research*, Oxford University Scholarship Online, pp. 1-48.

Chongo, Meck, Robert M. Chase, Robert M., Josée G. Lavoie, H.G. Harder, & Javier Mignone (2018), "The Life Story Board as a Tool for Qualitative Research: Interviews With HIV-Positive Indigenous Males" in *International Journal of Qualitative Methods*, 17(1), online.

Ratnam, Charishma and Danielle Drozdowski (2022), "Research Ethics with Vulnerable Groups: Ethics in Practice and Procedure" in *Gender, Place and Culture* 29(7): 1009-1030.

March 3 Practice #3: Document Analysis

Whether it's policy submissions, Hansard debates, news coverage, websites, corporate annual reports, correspondence ... law and legal studies scholars often work with textual content organized into the particular formats and genres of its originating institution, organization or individual. What are some useful ways to think about and work with documents?

Academic Coaching: TBD

Bowen, Glenn A. (2009), "Document Analysis as a Qualitative Research Methods" in *Qualitative Research Journal* 9: 27-40.

Braun, Virginia and Victoria Clarke (2006), "Using Thematic Analysis in Psychology" in *Qualitative Research in Psychology* 3: 77-101.

Lange, Bettina (2011), "Foucauldian-Inspired Discourse Analysis: A Contribution to Critical Environmental Law Scholarship?" in *Law and Ecology: New Environmental Foundations* (A. Philippopoulos-Mihalopoulos, ed.), London and New York: Routledge, pp. 39-64.

March 10 Practice #4: Images

Our world is saturated with images. Images act on their viewers in powerful ways and their circulation and consumption have important impacts in the world. It matters who sees and is seen. How do we take account of the visual register in law and legal studies?

Academic Coaching: TBD

Rose, Gillian (2016), "Towards a Critical Visual Methodology" in *Visual Methodologies: An Introduction to Researching with Visual Materials*, 4th ed.), London: Sage, pp. 24-47.

Brady, Miranda J. and Emily Hiltz (2017), "The Archaeology of an Image: The Persistent Persuasion of Thomas Moore Keesick's Residential School Photographs" in *Topia: Canadian Journal of Cultural Studies* 37: 61-85.

Edrington, Candice L. and Victoria J. Gallagher (2019), "Race and Visibility: How and Why Images of Black Lives Matter" in *Visual Communication Quarterly* 26(4): 195-207.

March 17 Practice #5: Cases and Case-ing

Cases are central to law and there are many ways to read and make sense of them. At the same time, case studies are an important method in social science research. All of this begs the question of what is a case. We'll trouble and play with, "the case."

Academic Coaching: How to read a Supreme Court of Canada case (suggested)

Berlant, Lauren (2007), "On the Case" in *Critical Inquiry* 33(4): 663-672 (if interested, see the rest of the special issue)

Becker, Howard (2009), "Cases, Causes, Conjunctures, Stories and Imagery" in *Case Study Method* (R. Gomm, M. Hammersley, P. Foster, eds.), Thousand Oaks, CA: Sage Publications, pp. 223-233.

Stern, Simon (2011), "Detecting Doctrines: The Case Method and the Detective Story" in *Yale Journal of Law and the Humanities* 2: 339-387.

Majury, Diana (2006), "Introducing the Women's Court of Canada" in *Canadian Journal of Women and the Law* 18(1): 1-12.

March 24 Course Conference #1: Research Practice Presentations

March 31 Course Conference #2: Research Practice Presentations

April 7 Class cancelled for parity with other section of 5001

Relevant Values and Policies Shaping Our Course

Diversity Statement

Carleton University supports an inclusive learning environment where diverse communities and perspectives are recognized and respected. Our goal as a community is to always ensure a safe learning environment that welcomes open and honest dialogue. We do not allow any form of discrimination, including but not limited to those based on color, age, race, religion, disability, gender, gender identity, gender expression and sexual orientation. Faculty and students are expected to commit to creating a learning environment that encourages inquiry and self-expression, while also demonstrating diligence in respecting how other students may have different viewpoints than their own.

Statement on Use of Generative Artificial Intelligence Tools

I'm interested in seeing your work, hearing your voice, and witnessing your learning through the evaluation in this course. Methods and methodology, particularly as they are being taught in this course, implicate you and your efforts; all evaluation focuses on process rather than pre-determined outcomes. For this reason, it does not make sense to use Generative AI Tools and use of them to generate content for evaluation is not permitted.

Pronouns

Each of us has the right to be addressed by whichever pronouns, or absence of them, we choose. Please see the <https://carleton.ca/trans/pronouns/> for more information. In the first class, I will be asking folks to introduce themselves. You are welcome to specify your desired pronouns at that time. Everyone in the class is requested to respect any preference specified.

Land Acknowledgment

Carleton University acknowledges the location of its campus on the unceded and unsurrendered territories of the Algonquin Anishnabe peoples.

Statement on Student Conduct

As part of a learning community, it is our responsibility to contribute to an engaging, inclusive, and safe learning environment. During all class-related activities, please engage in respectful communication and follow Carleton's [Student Rights and Responsibilities Policy](#).

Harassment of any kind will **not** be tolerated in this class.

Do not cut and paste, screenshot, share course content, or post the words of your classmates, TA, or Instructor outside of class without permission. Students are **not** permitted to take photographs, screenshots, or record other students or instructors unless they obtain explicit permission from the professor and all other students. This includes sound as well as video recordings and photographs.

All work submitted in this course must be uniquely your own. When submitting assignments and/or completing exams, you are expected to articulate responses in your own words rather than cutting and pasting from course materials without permission.

Law and Legal Studies does not allow students to turn in work that has been submitted for academic credit more than once without permission from their instructors. Examples of unauthorized resubmission of work might include but are not limited to submission of the same paper, written passages, arguments, or ideas submitted for academic credit to another class. Minor changes of phrasing or addition of new written passages to existing work is not enough to constitute new work. Please contact your instructor if there is any question about whether your submission of coursework constitutes a violation of the policy. If it is determined an assignment has been submitted more than once, it will not receive credit.

Course Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, handouts, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to record lectures without permission of the copyright holder. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Statement on 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.

Approval of final grades

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

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://wellness.carleton.ca/get-help-now/>

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/>
- 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).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

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](#).

