

Course Outline

COURSE: LAWS 3908A – Methodological Approaches in Legal Studies II

TERM: Fall 2024

PREREQUISITES: LAWS 2908 and third-year Honours standing.

CLASS: **Day & Time:** Thursdays, 11:35 am - 2:25 pm Eastern Standard Time (EST)
 Room: In-person weekly lecture
 Please check Carleton Central for current Class Schedule

INSTRUCTOR: Dr. William Hébert

CONTACT: **Office Hrs:** In person: Thursdays, 3:00 pm – 4:00 pm (EST)
 Zoom: By appointment
 Email: william.hebert@carleton.ca

For questions about course content or assignments, please use the public Course Message Board on Brightspace. Use your Carleton email account for other inquiries. Course Message Board posts and emails will only be answered during regular working hours (Monday to Friday, 9am-5pm EST). Please anticipate up to 2 working days for a response. See the “Course Communication” section for more details.

BRIGHTSPACE: <https://brightspace.carleton.ca/d2l/home/290268>

CALENDAR COURSE DESCRIPTION

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

COURSE DESCRIPTION

This course offers an in-depth introduction to qualitative research methods in the interdisciplinary field of legal studies. We will explore how qualitative approaches can enhance our understanding of the relationship between law and society. The course will highlight that qualitative research can contribute unique and meaningful insights into the social, political, economic, cultural, and lived dimensions of legal phenomena.

In the first half of the term, students will learn about how qualitative approaches can be used to answer (certain) questions about our world, as well as about the roles that research paradigms, ethical obligations, theory, scholarly literature, methods, and research design play in the research process. In the second half of the term, students will become familiarized with three key qualitative methods in legal studies: in-depth interviewing, ethnographic field research, and qualitative document analysis.

Across the term, the course's reading materials, lectures, in-class activities, and evaluation components will gradually provide students with the skills necessary to not only synthesize and critically evaluate existing qualitative research outputs, but also to develop a proposal (research plan) for a sound and feasible qualitative research project in legal studies *on a topic of their choice*.

LEARNING OUTCOMES

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

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

TECHNOLOGICAL REQUIREMENTS

Students will be required to log in and navigate Brightspace; upload written assignments (in a word processor and saved in .doc or .docx format) in Brightspace; download and view various files; use their Carleton email accounts; and navigate pages on Brightspace using the mouse or touchscreen functions.

Although this course is planned as an in-person learning experience, recent years have taught us that we cannot always anticipate how a term will unfold. If the course must move online at any point in the term, weekly lectures will continue as scheduled and will take place on Zoom, in which case all students would need regular access to an electronic device with reliable internet access.

COURSE COMMUNICATION

For any questions related to course content (including general questions about assignments),

please use the appropriate section of the course's public Course Message Board on Brightspace. The Course Message Board will be the primary platform for students to ask questions about the course and find existing answers to their questions. Email inquiries related to course content or assignments will be redirected to the Course Message Board. Please use your Carleton email account for any other inquiries. Students are always welcome to ask questions during weekly lectures or Office Hours.

Note that Course Message Board posts and emails will only be answered during regular working hours (9 am to 5 pm Eastern Standard Time (EST), Monday to Friday). The instructor strives to respond to messages and emails quickly, but you should allow for up to 2 working days for a reply, especially at peak times during the term. Students are strongly encouraged to consult with the instructor well in advance of assignments' due dates.

REQUIRED TEXTS

All required readings and materials will be uploaded to Brightspace or available online.

EVALUATION

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

*****IMPORTANT NOTES*****

- 1) **All** evaluation components below are **mandatory** (unless otherwise stated) and must be successfully completed with a **passing grade** (minimum grade of 50%) in order to get a passing grade in the course. Said differently, **students who do not complete all mandatory components or do not obtain a passing grade on all mandatory components will not pass the course.**
- 2) Because all mandatory evaluation components in this course have been carefully designed to allow students to gain incremental skills and knowledge and to make gradual progress towards the course's final evaluation component, **no alternative assignments or assessment methods are available to replace mandatory evaluation components.**
- 3) Unlike courses for which final evaluation components are research papers that primarily rely on students' capacity to do library research and write an essay, **students' success in this course will be entirely dependent on their capacity to demonstrate a strong grasp of the knowledge presented in the course and to apply this knowledge effectively.** To do well in the course, students **must** attend weekly lectures (taking notes on lecture content), complete required readings, participate during in-class activities, and submit

all course evaluation components. As the course progresses, **students who fall behind with attending lectures, engaging with course content, or submitting incremental assignments will be unlikely to pass the final *Research Proposal* assignment** (and will therefore be unlikely to pass the course).

- 4) Students are **prohibited from re-using or resubmitting their own work from a different course (or from the same course if repeating)**.
- 5) Evaluation components must be completed by students on their own (individually). **Group and/or collaborative work is prohibited**, except for specific activities to be completed during in-person lectures.
- 6) Please note that **no resubmissions will be accepted once an assignment has been given a grade**.
- 7) Additionally, because the course instructor and teaching assistant (TA) will provide thorough feedback for every assignment through a detailed rubric and individualized written comments, **we cannot provide additional feedback on graded assignments by email**. However, the course instructor is always happy to provide clarifications on graded assignments and guidance for future assignments during Office Hours.

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

Assignment	Weight	Notes	Due Date
<u>Course Outline Quiz</u>	3%	Students will get up to 10 attempts to pass the quiz or improve their grade.	Monday, September 9, 2024, 5 pm (EST)
<u>In-class Worksheets</u>	12% 1.5%/ submission Best 8/10	**Students must receive a global passing grade on this component to pass the course (meaning, students must obtain a minimum of 6% out of the total 12% allocated for this component to pass the course)** From Week 2 to Week 12 (except for Week 8, the Fall Term Break), weekly lectures will feature hands-on learning activities that will	Completed each week during lectures from Week 2 to 12 (except Week 8) and submitted in person at the end of class.

		<p>help students work through and apply the knowledge they are in the process of acquiring from readings and lectures. These activities will require students to respond to prompts, in writing, on a <i>Worksheet</i> (provided by the course instructor each week), which they will submit at the end of class.</p> <p><i>In-class Worksheets</i> have two purposes: 1) tracking weekly attendance, 2) assisting students in making gradual progress towards their final assignment in the course, the <i>Research Proposal</i>.</p> <p><i>Worksheets</i> are not meant to “test” students’ knowledge. Rather, they aim to encourage students to attend weekly lectures and help them put the knowledge they are in the process of learning into practice. As such, <i>Worksheets</i> will be graded <u>very</u> generously and students who attend class and participate in activities during lectures should receive top/full marks for this evaluation component.</p> <p>Grading scheme: - Full marks (1.5%) will be awarded when <i>Worksheets</i> indicate that students have attended the full lecture and have actively participated in the in-class activities. - Partial marks will be awarded when <i>Worksheets</i> indicate that students missed a significant portion of the lecture and/or did not actively engage in some of the in-class activities. - No marks (0%) will be allocated when students miss an entire lecture or most of a lecture, and/or when they attend a lecture without actively taking part in the in-class activities.</p> <p>To help students achieve the best possible grades on <i>In-class Worksheets</i> and to</p>	
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		provide some flexibility for missed lectures due to illness or other personal situations, only the 8 best out of 10 marks will count towards the 12% allocated for this evaluation component. This technically means that students would not be penalized for missing (or not participating during) up to two lectures, but you should plan to attend all weekly lectures and choose wisely which sessions you skip, if any.	
<u>Preliminary Plan</u>	15%	The <i>Preliminary Plan</i> will require students to determine the research topic they will examine in their <i>Research Proposal</i> and articulate preliminary ideas about how they could approach it qualitatively, based on the knowledge they have acquired so far in the course.	Monday, October 7, 2024, 5 pm (EST)
<u>Annotated Bibliography</u>	15%	The <i>Annotated Bibliography</i> will require students to select, summarize, and link scholarly sources that will later be integrated in the Literature Review section of their <i>Research Proposal</i> .	Monday, October 28, 2024, 5 pm
<u>Proposal Outline</u>	10%	The <i>Proposal Outline</i> will require students to prepare a short, point form, written outline of the main sections of their <i>Research Proposal</i> . The instructor will provide in-depth feedback on the <i>Outline</i> , so that students can address any remaining issues in their <i>Research Proposal</i> .	Monday, November 18, 2024, 5 pm (EST)
<u>TCPS 2: CORE</u> (Course on Research)	Optional: 5%	**This is the only optional (non-mandatory) evaluation component in this course**	Monday, November 25, 2024, 5 pm

Ethics)		<p>Students who develop an interest in qualitative research over the course of the term may elect to complete the Tri-Council “Course on Research Ethics and Training” (TCPS 2: CORE) and submit their Completion Certificate by the stated deadline to receive (automatically) a grade of 5%, in which case the weight of their final assignment, the <i>Research Proposal</i>, will be decreased by 5% (from 45% to 40%).</p> <p>The entire training should take no more than 3 hours to complete. Students will be able to go through the training modules at their own pace (progress automatically saved) throughout the term.</p>	(EST)
<u>Research Proposal</u>	45% (or 40% for students who complete the Optional TCPS 2: CORE assignment)	<p>The course’s final assessment is a <i>Research Proposal</i> featuring:</p> <ul style="list-style-type: none"> - an Introduction (description of topic, research question, and objectives), - a Literature Review, - a Statement on Ontology and Epistemology, - a Description and Justification of Methods, - an Analysis and Dissemination Plan. <p>The Research Proposal should be 10 to 12 pages long (not including cover-page or bibliography). It must be formatted in Times New Roman 12 points font, double-spaced, with regular margins (1 inch). A consistent citation style must be employed.</p>	Thursday, December 5, 2024, 5 pm (EST)

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Late assignments will automatically receive a grade of 0, unless the student has made a formal request for an extension before the deadline using the process outlined below.

As a rule, any request for an **extension for a period of up to 7 days will be granted**, no

questions asked, **if the request is made before the assignment's due date.** One **exception** is that there will be **no extensions granted for weekly *In-Class Worksheets*, since they will be completed during weekly lectures and submitted in person at the end of class** (but only the best 8 out of 10 *Worksheets* will count towards students' final grade).

To request an extension, please **email the course instructor (not the teaching assistant (TA)) before the assignment's due date.** Again, late assignments will **automatically receive a grade of 0 unless an extension has been requested and granted before the deadline.**

Extension requests sent by students **after an assignment's due date will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**, in which case students are required to email the course instructor and, additionally, to complete the [Academic Consideration for Coursework form](#). Extensions for **longer than 7 days will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**. In those extraordinary cases for which extensions lasting longer than 7 days are granted, students may be required to fill a [Long Term Academic Considerations for Coursework Form](#) and email supporting documentation to academicconsideration@cunet.carleton.ca.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

POLICY ON CLASSROOM BEHAVIOR AND WARNING ABOUT COURSE CONTENT

Students and faculty share the responsibility of creating and maintaining a learning environment that is intellectually rigorous, respectful, and supportive. **All students are expected to contribute towards an engaging, inclusive, and safe(r) learning environment.** During all course-related activities and communication, students must engage in respectful and courteous behavior. In accordance with the Student Rights and Responsibilities Policy, discrimination and harassment will not be tolerated. The links to these policies can be found here:

<https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>

<https://carleton.ca/safety/resources/knowledge-bank/know-the-law/discrimination-and-harassment/#:~:text=At%20Carleton%3A&text=All%20members%20of%20the%20university,vio lent%2C%20threatening%20or%20disruptive%20behaviour>

As the instructor of this course, I endeavor to provide an inclusive learning environment, including by avoiding the use of gendered language when referring to students, colleagues, or authors, unless I know otherwise. Please do not hesitate to reach out to me in that regard or if you would like me to refer to you by a different name than what appears on Carleton records.

This course engages with potentially challenging topics, some of which can resonate with students on a personal level. These may include experiences of colonial, racist, ableist, sexual, gender-based, and state violence. If you anticipate that the content presented during a specific week of the course is likely to cause you distress, please consider making use of the flexible evaluation structure for *In-class Worksheets* in the course, as outlined in the Evaluation section above (e.g., electing not to do specific readings and/or not to attend class for the week in question, since only the 8 best out of 10 marks for *In-class Worksheets* will count towards your final grade).

PLAGIARISM, INTELLECTUAL PROPERTY, AND COPYRIGHT POLICY

All work submitted in this course must be uniquely your own and plagiarism will not be tolerated. Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own, including content generated by AI tools.

Students are prohibited from recording (audio, photo, and/or video) course lectures. It is a violation of course policy to cut and paste, screenshot, share course content, or post the words of your classmates or instructor outside of class without permission.

The course materials posted on this course's Brightspace page are designed for use as part of the LAWS 3908A course at Carleton University and are the intellectual property of the instructor (© 2024, William Hébert. All rights reserved.), unless otherwise stated. Unless a user's right in Canada's Copyright Act covers the particular use, you may not record, copy, publish, post on an internet site, sell, or otherwise distribute this course's content without the instructor's express permission.

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

SCHEDULE**Week 1 – September 5, 2024 – Welcome to LAWS 3908**Readings/Materials:

- 1) Course Outline
- 2) Bos, Kees van den. 2020. *Empirical Legal Research: A Primer*. Cheltenham, United Kingdom; Edward Elgar Publishing:
 - Chapter 1, “Why Empirical Legal Research” (p.3-11)

Assignment(s):

- Course Outline Quiz (3%) – Complete by Monday, September 9, 2024, 5 pm (EST).

Week 2 – September 12, 2024 – What Are Qualitative Approaches in Legal Studies?Readings/Materials:

- 1) Rubin, Ashley T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Redwood City, United States: Stanford University Press:
 - Chapter 2, “Topo: What Exactly Are Qualitative Methods?” (full chapter)
- 2) Bhat, P. Ishwara. 2020. *Idea and Methods of Legal Research*. New Delhi, India: Oxford University Press:
 - Chapter 12, “Qualitative Legal Research: A Methodological Discourse” (full chapter)

Assignment(s):

- Week 2 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 3 – September 19, 2024 – How Do We Know What We Know?Readings/Materials:

- 1) Given, Lisa (Ed.) 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, United States: SAGE Publications.
 - “Knowledge”
- 2) Slevitch, Lisa. 2011. “Qualitative and Quantitative Methodologies Compared: Ontological and Epistemological Perspectives.” *Journal of Quality Assurance in Hospitality & Tourism* 12 (1): 73–81.
- 3) Smith, Linda Tuhiwai. 2021. *Decolonizing Methodologies: Research and Indigenous Peoples*. London, United Kingdom: Bloomsbury Academic & Professional.
 - “Introduction” (p.1-5)
 - Chapter 3, “Colonizing Knowledges” (p.67-74)
- 4) Kovach, Margaret. 2018. “Doing Indigenous Methodologies: A Letter to a Research Class.” In *The SAGE Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, Fifth edition, 214–34. Los Angeles, United States: Sage Publications.
 - Selected excerpts (10 pages in total)

Assignment(s):

- Week 3 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 4 – September 26, 2024 – From Topic to Research Question, and Question to Design

Readings/Materials:

- 1) Hoonard, Deborah K. van den. 2018. *Qualitative Research in Action: A Canadian Primer*. Third edition. Don Mills, Canada: Oxford University Press.
 - Chapter 3, “Strategies for Designing Research” (p.40-52)
- 2) Bos, Kees van den. 2020. *Empirical Legal Research: A Primer*. Cheltenham, United Kingdom; Edward Elgar Publishing:
 - Chapter 2, “Research Goals, Problems, and Questions” (p.17-22)
- 3) Rubin, Ashley T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Redwood City, United States: Stanford University Press:
 - Chapter 3, “Pricking Your Proj: Identifying Your Research Question” (full chapter)

Assignment(s):

- Week 4 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 5 – October 3, 2024 – The Ethics of Qualitative Research

Readings/Materials:

- 1) Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council. 2022. *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Ottawa, Canada: Government of Canada.
 - Selected excerpts
- 2) The First Nations Information Governance Centre. 2014. *Ownership, Control, Access and Possession (OCAP™): The Path to First Nations Information Governance*. Ottawa, Canada: The First Nations Information Governance Centre.
 - p.4-13

Assignment(s):

- Week 5 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class
 - *Preliminary Plan* (15%) – Complete and submit by Monday, October 7, 2024, 5 pm (EST)

Week 6 – October 10, 2024 – Library Research, Literature, and Academic Integrity

Readings/Materials:

- 1) Efron, Sara Efrat, and Ruth Ravid. 2019. *Writing the Literature Review: A Practical Guide*. New York, United States: Guilford Press.
 - Selected excerpts

- 2) Carleton University Academic Integrity Policy (available at <https://carleton.ca/senate/senate-policies/>)

Assignment(s):

- Week 6 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 7 – October 17, 2024 – In-depth Interviews

Readings/Materials:

- 1) Johnson, John M., and Timothy Rowlands. 2012. "The Interpersonal Dynamics of In-Depth Interviewing." In *The SAGE Handbook of Interview Research: The Complexity of the Craft*, edited by Jaber F. Gubrium, James A. Holstein, Amir Marvasti, and Karyn D. McKinney, Second edition, 99–114. Thousand Oaks, United States: SAGE Publications.
- 2) Guest, Greg, Emily E. Namey, and Marilyn L. Mitchell. 2012. *Collecting Qualitative Data: A Field Manual for Applied Research*. First edition. Thousand Oaks, United States: SAGE Publications.
 - Chapter 4, "In-Depth Interviews" (selected excerpts)
 - Chapter 2, "Sampling" (selected excerpts)
- 3) Quirouette, Marianne, Tyler Frederick, Jean Hughes, Jeff Karabanow, and Sean Kidd. 2016. "Conflict with the Law': Regulation & Homeless Youth Trajectories toward Stability." *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société* 31 (3): 383–404.

Assignment(s):

- Week 7 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class
 - *Annotated Bibliography* (15%) – Complete and submit by Monday, October 28, 2024, 5 pm (EST)

Week 8 – October 24, 2024 – FALL TERM BREAK

Fall Term Break, No Classes

Week 9 – October 31, 2024 – Ethnographic Field Research

Readings/Materials:

- 1) Hoonard, Deborah K. van den. 2018. *Qualitative Research in Action: A Canadian Primer*. Third edition. Don Mills, Canada: Oxford University Press.
 - Chapter 5, "Observing Social Life Through Field Research" (p.82-97)
- 2) McConnachie. 2019. "Law and Anthropology." In *Routledge Handbook of Socio-Legal Theory and Methods*, edited by Naomi Creutzfeldt, Marc Mason, and Kirsten McConnachie, First edition, 193–205. New York, United States: Routledge.
 - Selected excerpts (9 pages in total)
- 3) Gurusami, Susila. 2019. "Motherwork Under the State: The Maternal Labor of Formerly Incarcerated Black Women." *Social Problems* 66 (1): 128–43.

Assignment(s):

- Week 9 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 10 – November 7, 2024 – Qualitative Document Analysis

Readings/Materials:

- 1) Morgan, Hani. 2022. "Conducting a Qualitative Document Analysis." *The Qualitative Report* 27 (1): 64–78.
- 2) Given, Lisa (Ed.) 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, United States: SAGE Publications.
 - "Unobtrusive Research"
 - "Document Analysis"
- 3) Sarantakos, S. 1998. *Social Research*. Second edition. South Melbourne, Australia: Macmillan Education Australia.
 - "Content Analysis" (p.279-280)
- 4) Gerrits, Bailey. 2024. "When a "Feminist" Government Tackles Gender-Based Violence: A WPR Approach to the Speeches of Canadian Cabinet Ministers (2015–2019)." *Canadian Journal of Political Science/Revue canadienne de science politique* 57 (1): 119-138.

Assignment(s):

- Week 10 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 11 – November 14, 2024 – Data Analysis and Theory

Readings/Materials:

- 1) Given, Lisa (Ed.) 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, United States: SAGE Publications.
 - "Codes and Coding"
 - "Thematic Coding and Analysis"
- 2) Given, Lisa (Ed.) 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, United States: SAGE Publications.
 - "Theory"
 - "Theoretical Frameworks"
- 3) Sears, Alan, and James Irvine Cairns. 2015. *A Good Book, in Theory: Making Sense through Inquiry*. Third edition. North York, Ontario: University of Toronto Press.
 - Chapter 1, "An Interesting Idea, in Theory" (full chapter)

Assignment(s):

- Week 11 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Assignment(s):

- *Proposal Outline* (10%) – Complete and submit by Monday, November 18, 2024, 5 pm (EST)

Week 12 – November 21, 2024 – Writing and Sharing + RecapReadings/Materials:

1) Hébert, William. 2020. "Trans Rights as Risks: On the Ambivalent Implementation of Canada's Groundbreaking Trans Prison Reform." *Canadian Journal of Law and Society / La Revue Canadienne Droit et Société* 35 (2): 221–44.

Assignment(s):

- Week 13 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class
- *TCPS 2: CORE* Training (Optional, 5%) – Complete Tri-Council Course on Research Ethics training and submit your Competition Certificate by Monday, November 25, 2024, 5 pm (EST)

Week 13 – November 28, 2024 – Catch-up Week

Week 13 is reserved in the event a preceding weekly lecture must be cancelled and rescheduled. If no preceding lecture was cancelled, students will get a chance to catch-up on course materials and make progress towards their *Research Proposal* (45% (or 40% for students who complete the optional *TCPS 2: CORE* assignment)), due the following week.

Week 14 – December 5, 2024 – RESEARCH PROPOSAL IS DUEAssignment(s):

- *Research Proposal* (45% (or 40% for students who complete the optional *TCPS 2: CORE* assignment)) – Complete and submit by Thursday, December 5, 2024, 5 pm (EST).

Fall 2024 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 4, 2024	Fall term begins.
September 17, 2024	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
September 30, 2024	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
October 14, 2024	Statutory holiday. University closed.
October 21-25, 2024	Fall break. No classes.
November 15, 2024	Last day for academic withdrawal from fall courses.
	Last day to request formal exam accommodations for fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
November 22, 2024	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the fall or fall/winter before the official examination period.
December 6, 2024	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 7-8, 2024	No classes or examinations take place.
December 9-21, 2024	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 21, 2024	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2024 – January 2, 2025	University closed.

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

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

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly

impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

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

Carleton Resources:

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

Off Campus Resources:

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

ACADEMIC ACCOMMODATIONS

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