

Course Outline

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

TERM: Winter 2025

PREREQUISITES: LAWS 2908 and third-year Honours standing.

CLASS: Day &
Time: Tuesdays, 2:35 pm - 5:25 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: Zoom: Thursdays, 3:00 pm – 4:00 pm (EST)
Email: williamhebert@cunet.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/285177>

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.

REQUIRED TEXTS

All required readings and materials will be uploaded to Brightspace or available online. Students are not required to purchase textbooks or other learning materials for this course.

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.

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** 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 evaluation components or do not obtain a passing grade on all evaluation 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) Please note that **no resubmissions will be accepted once an assignment has been given a grade.**
- 5) The course instructor will be providing detailed written instructions for all evaluation components in the course and will also provide students with opportunities to ask questions about upcoming assignments during class. **The course instructor does not have the capacity to answer questions about assignments by email,** but is always happy to provide clarifications about instructions and individualized guidance during Office Hours.
- 6) Additionally, because the course instructor 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.

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.	Friday, January 10, 2025, 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 13 (except for Week 7, the Winter Term Break, and Week 12, Catch-up Week), weekly lectures will feature hands-on learning activities that will 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	Completed each week during lectures from Week 2 to 13 (except Week 7 and Week 12) and submitted in person at the end of class.

		<p>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 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</p>	
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		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>	25%	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.	Friday, February 14, 2025, 5 pm (EST)
<u>Bibliography</u>	15%	The <i>Bibliography</i> will require students to select scholarly sources that will later be integrated in the Literature Review section of their <i>Research Proposal</i> .	Friday, March 14, 2025, 5 pm
<u>TCPS 2: CORE</u> (Course on Research Ethics)	5%	Students must 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%. 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.	Friday, March 28, 2025, 5 pm (EST)
<u>Research Proposal</u>	40%	The course’s final assessment is a <i>Research Proposal</i> featuring: - 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.	Tuesday, April 8, 2025, 5 pm (EST)

		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.	
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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 teaching assistant (TA) (not the course instructor) 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>

COURSE POLICIES

a. Submitting Work More Than Once for Academic Credit

Students are **prohibited from re-using or resubmitting their own work from a different course (or from the same course if repeating)**. Any such submission will result in a grade of 0, and the

student will be referred to the university's academic integrity office for review. Said differently, re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic integrity.

b. Group or collaborative work

Evaluation components must be completed by students on their own (individually). **Group and/or collaborative work is prohibited**, except during specific activities to be completed during in-person lectures. Any unauthorized collaboration will result in the assignment receiving a grade of 0 and the student being referred to the academic integrity office. This policy applies to all assignments. Proofreading by others is not allowed.

c. Use of Generative Artificial Intelligence (AI) Tools

The use of Artificial Intelligence (AI) tools, such as ChatGPT, to produce any part of an assignment or other evaluation component, is strictly forbidden. Any use of AI for content creation, even for small edits, will result in an automatic grade of 0, and the student will be referred to the academic integrity office for review.

d. Plagiarism

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.

e. Intellectual Property and Copyright

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 3908C course at Carleton University and are the intellectual property of the instructor (© 2025, 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.

f. Audio or Video Recording of Lectures

Students are strictly prohibited from recording (audio and/or video) class sessions or any

portion thereof through any application, smartphone, computer, or device, and are also strictly prohibited from the distribution of class recordings.

The **only exception** is students who have a formal Letter of Accommodation from the Paul Mentor Center indicating that they are entitled to record class sessions, in which case they must contact the course instructor at the beginning of the term to discuss and confirm the recording permission.

g. Classroom Behavior and Course Content

Students and the course instructor share the responsibility of creating **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.

Please do not hesitate to reach out to the course instructor if you would like to be addressed by a different name than what appears on Carleton records, or by specific pronouns.

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.

SCHEDULE

Week 1 – January 7, 2025 – 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 Friday, January 10, 2025, 5 pm (EST).

Week 2 – January 14, 2025 – 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 – January 21, 2025 – 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 – January 28, 2025 – 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 – February 4, 2025 – 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

Week 6 – February 11, 2025 – 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
- *Preliminary Plan* (25%) – Complete and submit by Friday, February 14, 2025, 5 pm (EST)

Week 7 – February 18, 2025 – WINTER TERM BREAK

Winter Term Break, No Classes

Week 8 – February 25, 2025 – 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 8 *Worksheet* (1.5%) – Complete during lecture and submit in person at the end of class

Week 9 – March 4, 2025 – 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 – March 11, 2025 – 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
- *Bibliography* (15%) – Complete and submit by Friday, March 14, 2025, 5 pm (EST)

Week 11 – March 18, 2025 – Data Analysis and TheoryReadings/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

Week 12 – March 25, 2025 – Catch-up Week

Week 12 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 *TCPS 2: CORE* Training (5%) assignment, due at the end of this week, and their *Research Proposal* (40%), due on the last day of class.

Assignment(s):

- *TCPS 2: CORE* Training (5%) – Complete Tri-Council Course on Research Ethics training and submit your Competition Certificate by Friday, March 28, 2025, 5 pm (EST)

Week 13 – April 1, 2025 – 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

Week 14 – April 8, 2025 – RESEARCH PROPOSAL IS DUEAssignment(s):

- *Research Proposal* (40%) – Complete and submit by Tuesday, April 8, 2025, 5 pm (EST).

Winter 2025 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>	
January 6, 2025	Winter term begins.
January 17, 2025	Last day for registration and course changes (including auditing) in winter courses.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 17-21, 2025	Winter break, no classes.
March 15, 2025	Last day for academic withdrawal from winter courses.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter undergraduate courses, before the official April final examination period.
April 8, 2025	Winter term ends.
	Last day of winter and fall/winter classes.
	Last day for final take-home examinations to be assigned.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in winter and fall/winter courses will be held.
April 18, 2025	Statutory holiday. University closed.
April 26, 2025	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.

UNIVERSITY AND DEPARTMENTAL POLICIES

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://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](#).