

COURSE: LAWS 3308 A – Punishment and the Law
TERM: Fall 2022
PREREQUISITES: LAWS 2301 and 0.5 credit in LAWS at the 2000 level

CLASS: **Day and Time:** Mondays 11:35 am – 2:25 pm
 Location: Mackenzie Building 3269

INSTRUCTOR: Taryn Hepburn, M.A.
(CONTRACT)

INSTRUCTOR CONTACT: **Office:** Virtual - Zoom
 Office: Wednesdays by appointment
 Hours: Time slots can be booked online through Brightspace
 Telephone: (780) 803-8399 (cell)
 Email: tarynhepburn@cmail.carleton.ca

TEACHING ASSISTANT: Neve Sugars-Keen
TEACHING ASSISTANT CONTACT: **Office:** In person – Room TBA
 Office: Tuesdays, 11:30am – 1:30pm
 Hours:
 Email: nevemsugarskeen@cmail.carleton.ca

CALENDAR COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a sociolegal perspective. Rationalizations and justifications for punishment are considered. Different forms of punishment and control within the law will be examined as well as different theoretical perspectives of punishment.

COURSE DESCRIPTION

A great deal of legal theory is devoted to justifying punishment, particularly reconciling the use of coercion with liberal commitments to the idea of individual freedom and autonomy. We use legal rationalities – which often depend on liberal notions of individual agency and responsibility – to articulate limits on the power to punish; however, on closer examination we see that punishment is shaped not only by these rationalities but by a wide range of historical, institutional, cultural and economic forces. This course will focus on state punishment in the criminal justice context. We will examine traditional theories that provide justification for punishment and contemporary sentencing practices, and the extent to which their claims can be

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

maintained in light of some of the social forces affecting punishment and policy. We will also consider the intersection between punishment, therapy, rehabilitation and reconciliation, the alternatives of decriminalization, and the penal abolitionist movement.

Our discussions will be centered around three questions:

1. Why do we punish?
2. Does punishment work? And *how* does it work?
3. Is punishment the best option?

LEARNING OUTCOMES

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

1. Identify forms of punishment
2. Judge the appropriateness of the punishment and provide a rationale for the appropriateness
3. Synthesize and articulate the core of discussed critical theories
4. Construct an argument about punishment that relies on evidence
5. Lead a group of peers through the content and discussion questions

REQUIRED TEXTS

Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. 2nd Vintage Books ed. New York: Vintage Books.

The text is available Carleton bookstore or at Indigo. Hard copies or e-books are equally acceptable. All other required readings will be shared on Brightspace and available online through MacOdrum Library.

*Note: Page numbers for Foucault (1995) will be provided based on this edition, but any edition is welcome, so chapter titles will also be provided.

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.

The final course mark will be based on:

Assignment:	Total percent of final grade:	Due Date:
Small Group Presentation	25%	See sign-up sheet (available in class and on Brightspace) To be completed in the opposite half of the course as the discussion group lead

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

Discussion Group Lead	15%	See sign-up sheet (available in class and on Brightspace) To be completed in the opposite half of the course as the presentation
Participation	10%	To be completed over the course of the term
Proposal: Discussion Post	15%	Oct 7 th by 11:55pm
Final Paper	35%	Dec 22 nd (end of exam period) by 11:55pm

Rubrics for all assignments can be found on Brightspace.

Note: Given the quickly shifting nature of current health regulations, there may be changes should we need to shift to online learning long term at any point. The evaluation breakdown above will remain the same, though the instructions will change slightly to accommodate the different environment. Please find the attached page with online assignment instructions for affected assignments at the end.

Small group presentations (25%):

There will be presentations each week starting the second week, so students are asked to sign up for a week in Part A or Part B of the semester. Groups of 5 max. will be determined by sign-up. **This week must not be in the same part of the course as the week students sign up to ask a discussion question.** Presentations are expected to run 15 - 20mins and to introduce and discuss the reading for that week. On weeks in which there is more than one reading, groups may select one reading to focus on. Visual components (i.e., video, powerpoint, etc.) are encouraged, but not required. There is no particular structure or order a presentation has to follow, but it does need to be organized well and flow well. Presenters are encouraged to attempt to answer their own discussion questions.

It is recommended that the presentation cover *at least* these points, though more depth is always beneficial:

- **A brief summary of the reading.** Being concise is good here – the goal is to provide enough information that everything you want to discuss makes sense, but that you leave the majority of your time for your analysis.
- **Key points.** Try to identify a few (1-3) takeaway points from the article. Think: if I only had 3 sentences to teach someone the most important thing I learned from this article, what would it be?
- **The goal of the reading.** What was the reading trying to convey? Did it do that?
- **Tricky points.** Were there any spots that caught you up or that seemed wrong? Did something particularly challenge you or your beliefs? Why was this spot tricky?
- **Critiques.** Try to identify one or two points you would push back on or don't agree with. Keep in mind that you need to conceptualize and give the reasoning for your pushback (e.g., give evidence). This section might be a good spot to bring in an outside source, though outside sources are not required. If you do use any outside sources, make sure they are academic and that they are cited.
- **Questions.** Did any questions arise for you as you were reading?

Evaluation for the presentations will have both a shared component marked by the instructor (20 points) for the overall presentation and an individual component (5 points). The individual

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

component will be assessed from confidential peer and self-assessments submitted by each member of the group. The confidential assessment will assist in determining a final grade up to a max of 25 points.

Each student will be asked to submit feedback on their presentation by the end of the next day (Tuesday, 11:55 pm) after they present. Feedback forms can be found on Brightspace and can be submitted in the Brightspace Small Group Presentation or Reading Presentation assignment portal.

If there are issues during the preparation of the presentation, please contact the instructor as soon as possible so arrangements can be made. Please contact the instructor as soon as possible about any problems presenting, so alternative arrangements can be made.

In-Class Discussion Lead (15%):

Following each week's presentation, students are asked to sign up for a week in the first or second half of the semester in which they will lead a small discussion group to discuss the readings and theories of the week. **This week must not be in the same half of the course as the week students sign up to present.**

The discussion leader should come prepared with thoughts and questions about the readings that can lead other students into an insightful conversation. The discussion is intended to consider something insightful, critical, or thoughtful about a reading. The goal is to ask things that generates conversation in the class. Discussion questions can dig into specific content from a reading, apply the content to real life situations, consider implications of something they read, examine how readings relate to one another, etc. The discussion lead is **not** expected to know everything there is to know about the reading, so things they might want to discuss or bring up are things they found tricky or challenging about the reading themselves.

Participation (10%):

Participation is not attendance. Your participation will be evaluated over the term for things like participating in small groups and asking questions over the course. These are not the extent of participation: if you are more comfortable with one on one, you are welcome to email me reflections, chat with me in office hours, or any other way of demonstrating your engagement with the material.

A portion of the evaluation of your participation will be exit tickets. These will be questions or thoughts posted at the end of each class that you will be asked to respond to at the end of each class. Your response is not marked for quality or correctness – it is a pulse check and an opportunity to engage.

If there is a reason you need to miss class, please contact the instructor to arrange for alternative ways to demonstrate your engagement.

Proposal: Discussion Post (25%):

Students are asked to submit a 500-word discussion post on Brightspace providing a short outline of their proposed final paper. The goal of the final paper is to put the topic from two

Carleton University
Fall 2022 - Department of Law and Legal Studies

different weeks from the course into conversation with one another using a real-world example of a criminal punishment as a case study. The discussion post should identify and roughly outline which two weeks students intend to use along with their case study. Consider choosing different weeks from the presentation and the discussion lead – the goal is to represent your breadth of knowledge. These short outlines, and the weeks they identify, do not have to determine the content of your final assignment. Students are welcome to adjust their approach (e.g. the weeks they put into conversation) as the course progresses. The goal of this post is to provide some feedback and direction. More information about the final assignment can be found below – it is recommended that students review it for more context.

The outline in the post should include:

- **Topics.** You should identify the topics from the two weeks you are putting together.
- **Case Study.** What example of real-world punishment are you using? Why?
- **A research question.** What are you trying to find out?
- **A hypothesis.** What do you expect to find?
- **Context.** Provide some context from your question. Why are you interested in it? What is important about asking this particular question? What does would an intelligent non-expert need to know in order to understand your research question?
- **Data.** This section can be flexible, but try to consider what kinds of information will you need to answer your question. Your non-academic source might help with this section.
- **Proposed sources.** Please include at least 2 academic sources and 1 non-academic source you expect to use in your final paper and a short explanation *why* you have selected them. The academic sources must be peer reviewed sources from academic journals and books; these *should not* be sources from the syllabus. The non-academic source can include things like news articles, blog posts, poems, videos, non-academic books (including fiction). The non-academic source should add to your understanding – keep a critical eye out to make sure it is reputable. While the sources should be briefly named (think: in-text citation) in your explanation, a full bibliography citation should be included at the end of the post. The bibliography citation will not count towards your word count.

For a bonus 2 points (up to 100%) on this assignment, students are welcome to post useful feedback to each other's projects.

Final Paper (35%):

For this assignment, students are asked to place the topics of two weeks from the course into conversation with a case study. Course materials should be used – especially those from relevant weeks – alongside at least 3 external sources (2 academic and 1 non-academic, described above in the Discussion Post instructions). The goal of this paper is to critically analyze criminal punishment topics and theory to demonstrate both your understanding and your own ideas and thoughts.

Technical Details:

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

- 9-12 pages in length, not including bibliography
- Typed and double spaced
- Arial, size 11, or Times New Roman, size 12, font
- 1 in. borders (standard borders)
- Include page numbers
- Include a title page with: a title, student name and number, the date, the course number, the instructor’s name, and the citation style.
- Students are welcome to choose a citation style they are comfortable with. I recommend in-text citation styles like Chicago or APA for this style of paper.

Some general notes for this assignment:

- While students are not required (or even expected) to do exactly as they say they will do in their outline, it is recommended that they keep the feedback they receive on their discussion posts in mind as they develop their paper.
- Wherever possible, students should try to paraphrase over directly quote – paraphrasing demonstrates understanding better. That said, paraphrasing still needs to be cited.
- Make sure you have a clear thesis and a clear roadmap in your introduction.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Grace days: This course has 3 grace days over the term. **On the discussion post and the final paper**, students are welcome to use up to 3 days of leeway to submit their assignments without penalty. Please indicate in the submission comment box in Brightspace that you are using grace days.

Late penalties: For submitted assignments that are submitted past the scheduled due date a late penalty of 3% per day will be applied. In the case that a student is unable to be present for their presentation, please let the instructor know as soon as possible so alternative arrangements can be made on a case-by-case basis (i.e., arrange a different week or submit a short video presentation individually).

Aside from using your 3 grace days, extensions may be granted by the instructor *only*. Please contact the instructor via email with relevant information. It is recommended that students contact the instructor as far in advance as possible, so arrangements can be made in advance of the deadline. If students have not made arrangements prior to the deadline, no extension will be applied, so plan accordingly.

SCHEDULE

Week 1 Sept 12, 2022	Topic:	Course Introduction, overview, and assignments	Location:
	Reading:	Course Syllabus	Brightspace
Part A			

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

Week 2 Sept 19, 2022	Topic:	What is punishment?	Location:
	Reading:	Simon, Jonathan. 2007. <i>Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear</i> . Cary, UNITED STATES: Oxford University Press, Incorporated. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=415389 . Pp. 3-32 (Introduction and first chapter)	MacOdrum Library ebook
		Brown, Michelle. 2009. <i>The Culture of Punishment: Prison, Society, and Spectacle</i> . New York, UNITED STATES: New York University Press. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=865527 . Pp. 21-49	MacOdrum Library ebook
Week 3 Sept 26, 2022	Topic:	What does punishment look like?	Location:
	Reading:	Foucault, Discipline and Punish Pt 2, "Punishment." Pp. 73-134 ** Note: Presenters for this week are welcome to opt to present section 1 OR section 2 if they would like	Required text
Week 4 Oct 3, 2022	Topic:	Why do we punish? Retribution and Utilitarianism	Location:
	Reading:	Duff, R. A. 2000. <i>Punishment, Communication, and Community</i> . Cary, UNITED STATES: Oxford University Press, Incorporated. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=430801 . Pp. 3 -29	MacOdrum Library ebook
		Lacey, Nicola. 1994. <i>State Punishment: Political Principles and Community Values</i> . London, UNITED STATES: Taylor & Francis Group. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=179883 . Pp. 16-27	MacOdrum Library ebook
Oct 10, 2022		Holiday – No scheduled classes	
Week 5 Oct 17, 2022	Topic:	Why do we punish? Deterrence and Rational Hedonism	Location:
	Reading:	Cooper, Robert Alan. 1981. "Jeremy Bentham, Elizabeth Fry, and English Prison Reform." <i>Journal of the History of Ideas</i> 42 (4): 675–90. https://doi.org/10.2307/2709127 .	Brightspace

Carleton University
Fall 2022 - Department of Law and Legal Studies

		Beccaria, Cesare, and Voltaire Voltaire. 1764. <i>An Essay on Crimes and Punishments</i> . Albany, N.Y.: W.C. Little and Company. Pp. 11-35	Brightspace
	Optional reading:	Harcourt, Bernard E. 2013. "Beccaria's 'On Crimes and Punishments': A Mirror on the History of the Foundations of Modern Criminal Law." Coase-Sandor Institute for Law & Economics Working Paper, Chicago Unbound, 648: 28.	Brightspace
Oct 24	Fall Reading Break – No scheduled classes		
Part B			
Week 6 Oct 31, 2022	Topic:	Why do we punish? Regulation and Self-monitoring	
	Reading:	Foucault, Discipline and Punish Pt 3.1 and 3.2 "Docile Bodies" and "The Means of Correct Training." Pp. 135-184	Required text
		Coles, Chris. 2018. "Against the Psychoanalytic Unconscious: Deleuze, Guattari, and Desire as a Heuristic for Self-Regulating Biopolitics." <i>Occam's Razor</i> 8 (1). https://cedar.wvu.edu/orwww/vol8/iss1/2 .	Brightspace
Week 7 Nov 7, 2022	Topic:	Why do we punish? Rehabilitation	
	Reading:	Hannah-Moffat, Kelly. 2005. "Criminogenic Needs and the Transformative Risk Subject: Hybridizations of Risk/Need in Penalty." <i>Punishment & Society</i> 7 (1): 29–51. https://doi.org/10.1177/1462474505048132 .	Brightspace
		Kilty, Jennifer M. 2012. "'It's like They Don't Want You to Get Better': Psy Control of Women in the Carceral Context." <i>Feminism & Psychology</i> 22 (2): 162–82. https://doi.org/10.1177/0959353512439188 .	Brightspace
Week 8 Nov 14, 2022	Topic:	What does punishment do? Carceral Realities	
	Reading:	Kerr, Lisa. 2017. "Sentencing Ashley Smith: How Prison Conditions Relate to the Aims of Punishment." <i>Canadian Journal of Law and Society / La Revue Canadienne Droit et Société</i> 32 (2): 187–207. https://doi.org/10.1017/cls.2017.14 .	Brightspace
		Foucault, Discipline and Punish, Pt 1.1, "The Body of the Condemned." Pp. 3-31	Required text
Week 9	Topic:	What does punishment feel like? Treatment of the body and soul	

Carleton University
Fall 2022 - Department of Law and Legal Studies

Nov 21, 2022	Reading:	Pate, Kim. n.d. "Solitary by Another Name Is Just as Cruel: Senator Pate." SenCanada. Accessed August 31, 2022. https://sencanada.ca/en/sencaplus/opinion/solitary-by-another-name-is-just-as-cruel-senator-pate/ .	Linked on Brightspace
		Hartman, Kenneth. (2009). "The Other Death Penalty." In Journal of Prisoners on Prisons 18 (1/2). http://www.jpp.org/back_issues.html	Brightspace
		Anonymous. (2009). "Dear Sanity." In Journal of Prisoners on Prisons 18 (1/2). http://www.jpp.org/back_issues.html	Brightspace
Week 10 Nov 28, 2022	Topic:	What role does state punishment serve? Prison as Industry	
	Reading:	Davis, Angela. 2000. "Masked Racism: Reflections on the Prison Industrial Complex; and Introduction: Race, Prison and Politics in Australia." Indigenous Law Bulletin 12 (4): Online.	Linked on Brightspace
		Sudbury, Julia. 2005. Global Lockdown: Race, Gender, and the Prison-Industrial Complex. Florence, UNITED KINGDOM: Taylor & Francis Group. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=1656295 . Pp. 57-68, 105-108 (Chapters 4 and 8)	MacOdrum Library ebook
Week 11 Dec 5, 2022	Topic:	What are other options? Restorative Justice	
	Reading:	Courtemanche, Zachary T. 2015. "The Restorative Justice Act: An Enhancement to Justice in Manitoba?" Manitoba Law Journal 38 (2): 1–1.	Brightspace
		Randall, Melanie. 2013. "Restorative Justice and Gendered Violence? From Vaguely Hostile Skeptic to Cautious Convert: Why Feminists Should Critically Engage with Restorative Approaches to Law." Dalhousie Law Journal 36 (2): 461.	Brightspace
Week 12 Dec 9, 2022	Topic:	What are other options? Abolitionist Justice	
	Reading:	McMaster Humanities, dir. 2013. Angela Y Davis - 150 Years Later: Abolition in the 21st Century. https://www.youtube.com/watch?v=Q9NAbhbp4co .	Youtube, linked on Brightspace

(this class is on a Monday schedule)		Morris, Ruth, and W. Gordon West. 2000. The Case for Penal Abolition. Toronto, Ontario: Canadian Scholars' Press. Pp. 17-41, 101-110 (Chapters 2 and 7)	MacOdrum Library ebook
--------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation

Please contact 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, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

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, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. 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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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

**Carleton University
Fall 2022 - Department of Law and Legal Studies**

compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

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 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/studentssupport/svpolicy/>

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

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>

COVID Update

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Carleton University
Fall 2022 - Department of Law and Legal Studies

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

ONLINE LEARNING ASSIGNMENT INSTRUCTIONS

****NOTE:** These will *only* be used in the event that we need to return to online instruction. You will be notified directly by the instructor in the case that we must use these instructions.

Reading presentations (25%): **(Replaces small group presentation in online format)**

There will be presentations each week starting the second week, so students are asked to sign up for a week in Part A or Part B of the semester. **This week must not be in the same part of the course as the week students sign up to ask a discussion question.** Students are asked to create a short video, audio, or narrated presentation of the reading. Presentations are expected to run 7 – 9 mins and to introduce and discuss the reading for that week. On weeks in which there is more than one reading, students may select one reading to focus on. There is no particular structure or order a presentation has to follow, but it does need to be organized well and flow well. Presenters are encouraged to attempt to answer the discussion questions posted for the week.

It is recommended that the presentation cover *at least* these points, though more depth is always beneficial:

- **A brief summary of the reading.** Being concise is good here – the goal is to provide enough information that everything you want to discuss makes sense, but that you leave the majority of your time for your analysis.
- **Key points.** Try to identify a few (1-3) takeaway points from the article. Think: if I only had 3 sentences to teach someone the most important thing I learned from this article, what would it be?
- **The goal of the reading.** What was the reading trying to convey? Did it do that?
- **Tricky points.** Were there any spots that caught you up or that seemed wrong? Did something particularly challenge you or your beliefs? Why was this spot tricky?
- **Critiques.** Try to identify one or two points you would push back on or don't agree with. Keep in mind that you need to conceptualize and give the reasoning for your pushback (e.g., give evidence). This section might be a good spot to bring in an outside source, though outside sources are not required. If you do use any outside sources, make sure they are academic and that they are cited.
- **Questions.** Did any questions arise for you as you were reading?

Evaluation for the presentations will be individual. No peer or self-evaluation needs to be submitted. Please submit to the Small Group or Reading Presentation portal on Brightspace.

If there are issues during the preparation of the presentation, please contact the instructor as soon as possible so arrangements can be made.

Students must submit their presentation on Brightspace by the end of day Monday (11:55 pm) of their assigned week.

Online Discussion Lead (15%): **(Replaces in-class discussion lead in online format)**

During regularly scheduled class time, students are asked to join on Zoom to discuss the posted video lecture and readings. Discussion group leaders sign up for a week in the first or second half of the

Carleton University
Fall 2022 - Department of Law and Legal Studies

semester in which they will lead a small discussion group in a break out room to discuss the readings and theories of the week. **This week must not be in the same half of the course as the week students sign up to present.**

The discussion leader should come prepared with thoughts and questions about the readings that can lead other students into an insightful conversation. The discussion is intended to consider something insightful, critical, or thoughtful about a reading. The goal is to ask things that generates conversation in the class. Discussion questions can dig into specific content from a reading, apply the content to real life situations, consider implications of something they read, examine how readings relate to one another, etc. The discussion lead is **not** expected to everything there is to know about the reading, so things they might want to discuss or bring up are things they found tricky or challenging about the reading themselves.

Online Participation (10%):

Participation is not attendance. Your participation will be evaluated over the term for things like participating in small groups and asking questions over the course. These are not the extent of participation: if you are more comfortable with one on one, you are welcome to email me reflections, chat with me in office hours, or any other way of demonstrating your engagement with the material. For online participation, students are particularly asked to join in weekly Zoom discussions regarding the posted video lecture and the readings.

A portion of the evaluation of your participation will be exit tickets. These will be questions or thoughts posted at the end of each class that you will be asked to respond to at the end of each class. Your response is not marked for quality or correctness – it is a pulse check and an opportunity to engage.

If there is a reason you need to miss class, please contact the instructor to arrange for alternative ways to demonstrate your engagement.

All other assignments will follow the original instructions.