

Course Outline

COURSE: LAWS 6001 – Proseminar in Legal Studies

TERM: FALL 2021/WINTER 2022

CLASS: Day & Time: Wednesday, 2:35-5:25
Room: Fall Semester: Southam Hall 317/ Winter Semester: Canal 2104 OR Zoom

PROFESSOR: Dr. Dale Spencer

CONTACT: Office: Zoom
Office Hrs: By appointment
Telephone: Zoom
Email: Dale.spencer@carleton.ca

CALENDAR COURSE DESCRIPTION

A seminar which meets every two weeks throughout the academic year. Based on presentations of papers and works in progress by faculty, students and invited guests, as well as assigned readings on issues that deal with current research in legal studies.

COURSE DESCRIPTION

This course is oriented towards providing students the necessary information to navigate their way through the PhD program in Legal Studies and the development of knowledge and skills to become a sociolegal scholar. In addition, we will explore the professional dimensions and tribulations of being an academic in the 21st century. In addition, we will cover some of major debates regarding the research process and the academic mission. To this end, we will engage with readings and discussions concerned with: the creation of an intellectual identity; the craft of writing; managing supervisors and life as a PhD student; research grant writing; research design and methods pertaining to legal studies; and, inter alia, the ethics of inquiry. We will convene on Zoom according the schedule evinced below.

REQUIRED TEXTS

Berdahl, L., & Malloy, J. (2018). *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. University of Toronto Press, Higher Education Division.

All supplementary materials available through BrightSpace and the Carleton Library.

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.

ASSIGNMENTS

1. *Presentations, Class participation, and Attendance* (20%): Over the course of the next two semesters, you will be assigned readings to present and facilitate discussion. Students can only miss two classes for the entire year; missing more than two will result in failing the course. All students are expected to read the course readings and contribute to course discussions.
2. *SSHRC or OGS Program of Work* (10%): This assignment is based on two funding sources available to graduate students in Law and Legal Studies. Through this assignment you will learn how to develop a grant proposal, how to refine your goals of the project and develop a sharper focus of the proposed task(s) related to your research project. Domestic students will develop and submit their SSHRC proposal and International students will develop an OGS program of work. In the week prior to this assignment we will review the funding guidelines, program of work structure, and review previous successful OGS and SSHRC programs of work. SSHRC guidelines can be found [here](#). OGS guidelines can be found [here](#) and [here](#).
3. *TCPS Core 2 module* (10%): For this assignment you will be required to complete the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS 2) Course on Research Ethics. Students must create an account and login to the course (<https://tcps2core.ca/welcome>). You are expected to have completed the course prior to the class on ethics (week X) and submit the verification of completion via email to me prior to class.
4. *Journal Article* (30%): For this assignment, students shall write (or revise) an essay on a subject matter pertaining to their research area. The aim of the Journal Article assignment is to develop a paper into something that you can submit to a journal to get published. Papers shall be at least **20 pages (minimum 6000 words)**.
5. *PhD Thesis Design Spine* (30%): A description of this assignment will be distributed to students in the second semester.

GRADING: This course is a pass or fail course. Students must complete all assignments at a satisfactory level in order to pass. Satisfactory, for assignments 1, 2, 4, and 5, means at least an ‘A-’ grade must be achieved on each. If you do not meet this minimum requirement, you will be required to redo the assignment. In addition, if a student misses more than three classes, they will fail the course.

REQUESTS FOR EXTENSIONS: The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

SCHEDULE**Week 1 – September 8, 2021 – Introductions***1st Half:* Orientation(s)*2nd Half:* Navigating the PhD in Legal Studies**Week 2 – September 15, 2021 – Grant Writing**Required reading: Chapter five in *Work Your Career*.**Guest Speaker: Taryn Hepburn*****OGS OR SSHRC ASSIGNMENT DUE*****September 22, 2021 – Reviews of SSHRC and OGS returned to students****Week 3 – October 6, 2021 – Becoming an Academic***1st Half:* Trials and tribulations of becoming an academic

Impostor syndrome:

- <https://www.chronicle.com/article/How-to-Overcome-Impostor/244700>
- <https://www.timeshighereducation.com/blog/think-impostor-and-youll-go-far-academia>

Creating a community:

- <https://www.universityaffairs.ca/career-advice/graduate-matters/finding-community-graduate-school/>
- <https://theconversation.com/navigating-racism-black-graduate-students-need-support-92550>

Recommended: Mantai, L. (2017). Feeling like a researcher: Experiences of early doctoral students in Australia. *Studies in Higher Education*, 42(4), 636–650.
<https://doi.org/10.1080/03075079.2015.1067603>

2nd Half: Developing your academic identity

Required readings:

- Chapter 7 in *Work Your Career*.
- Hall, N. (2014). The Kardashian index: A measure of discrepant social media profile for scientists. *Genome Biology*, 15(7), 424-426.
- Duffy, B. E., & Pooley, J. D. (2017). “Facebook for Academics”: The Convergence of Self-Branding and Social Media Logic on Academia.edu. *Social Media + Society*, 3(1), 2056305117696523. <https://doi.org/10.1177/2056305117696523>
- Trefzger, T. F., & Dünfelder, D. (2016). Unleash Your Brand! Using Social Media as a Marketing Tool in Academia. In G. Meiselwitz (Ed.), *Social Computing and Social Media* (pp.

449–460). Springer International Publishing. https://doi.org/10.1007/978-3-319-39910-2_42

Guest Speaker: Daniella Bendo

Week 4 – October 20, 2021 – Reflections on Writing

1st Half: On writing and writing practices

Required readings:

- Richardson, L., & St. Pierre, E. A. (2005). Writing: A Method of Inquiry. In *The Sage handbook of qualitative research, 3rd ed* (pp. 959–978). Sage Publications Ltd.
- Nolan, R., & Rocco, T. (2009). Teaching Graduate Students in the Social Sciences Writing for Publication. *International Journal of Teaching and Learning in Higher Education*, 20(2), 267–273.
- Torrance, M., Thomas, G. V., & Robinson, E. J. (1994). The writing strategies of graduate research students in the social sciences. *Higher Education*, 27(3), 379–392.
<https://doi.org/10.1007/BF03179901>

2nd Half: Literature reviews

- Denney, A. S., & Tewksbury, R. (2013). How to Write a Literature Review. *Journal of Criminal Justice Education*, 24(2), 218–234.

Week 5 – November 3rd, 2021 – The Publishing Process

1st Half – Framing your article

Required readings:

- Chapter 6 in *Work Your Career*.
- Dunleavy, P. (2017, February 14). *Structuring and writing academic papers*. Medium. <https://medium.com/@write4research/structuring-and-writing-academic-papers-5ccae16c33a4>
- Reyes, V. (2017). *How to write an effective journal article and get it published (essay)* | *Inside Higher Ed*. Inside Higher Ed. <https://www.insidehighered.com/advice/2017/05/09/how-write-effective-journal-article-and-get-it-published-essay>
- Thomson, P. (2016, January 21). Writing the introduction to a journal article: Say what the reader is going to encounter and why it is important. *Impact of Social Sciences*. <https://blogs.lse.ac.uk/impactofsocialsciences/2016/01/21/writing-the-introduction-to-a-journal-article/>

2nd Half - Reviews and Responding to Reviewers

Required Readings:

- Noble, W. S. (2017). Ten simple rules for writing a response to reviewers. *PLOS Computational Biology*, 13(10), e1005730. <https://doi.org/10.1371/journal.pcbi.1005730>
- Poorman, M. (2018). *Responding to Reviewers* | *Inside Higher Ed*. <https://www.insidehighered.com/blogs/gradhacker/responding-reviewers>

Week 6 – November 17th, 2021 – Teaching

1st Half – Teaching Philosophies

Required reading:

- Bhattacharya, S. (2019). Education as Empowerment. *Journal of Political Science Education*, 0(0), 1–4. <https://doi.org/10.1080/15512169.2019.1632715>
- Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7(1), 83–97. <https://doi.org/10.1080/13601440210156501>
- Wildcat, M., McDonald, M., Irlbacher-Fox, S., & Coulthard, G. (2014). Learning from the land: Indigenous land based pedagogy and decolonization. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-15.

2nd Half – Teaching Law and Legal Studies

Required reading:

- Kazmierski, V. (2014). How Much “Law” in Legal Studies? Approaches to Teaching Legal Research and Doctrinal Analysis in a Legal Studies Program. *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société*, 29(3), 297–310.

Week 7 – January 12, 2022 – Research Design and methods I

Required readings:

- Moran-Ellis, J., V. Alexander, A. Cronin, M. Dickinson, J. and H. Thomas. 2006. ‘Triangulation and Integration: Processes, Claims and Implications’. *Qualitative Research* 6/1: 45-59.
- Sandberg, J. and Alvesson. 2011. ‘Ways of Constructing Research Questions: Gap-Spotting or Problematization?’ *Organization* 18/1: 23-44.
- Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12(2), 219–245. <https://doi.org/10.1177/1077800405284363>
- Fox, N. J. (2003). Practice-based Evidence: Towards Collaborative and Transgressive Research. *Sociology*, 37(1), 81–102. <https://doi.org/10.1177/0038038503037001388>

Recommended Readings:

***RESEARCH ARTICLE ASSIGNMENT DUE**

Week 8 – January 26th, 2022 – Research Design and methods II

Required readings:

- Small, M. L. (2009). ‘How many cases do I need?’ On science and the logic of case selection in field-based research. *Ethnography*, 10(1): 5–38.
- Guest, G., Bunce, A., & Johnson, L. 2006. ‘How Many Interviews Are Enough? An Experiment with Data Saturation and Variability’. *Field Methods* 18/1: 59-82.
- Burawoy, M. (2003). The Extended Case Method. *Sociological Theory*, 16(1), 4–33.
- Tracey, S.J. 2010. ‘Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research’. *Qualitative Inquiry* 16/10: 837-849.

***RESEARCH ARTICLE REVIEWS ARE DUE BACK TO STUDENTS**

Week 9 – February 9th, 2022 – Ethical Considerations and Ethics Boards

1st half: Ethics of Research

Required reading:

- Guillemin, M., & Gillam, L. (2004). Ethics, Reflexivity, and “Ethically Important Moments” in Research. *Qualitative Inquiry*, 10(2): 261–280.

2nd Half: Ethics Boards

Required readings:

- Feeley, M. M. (2007), Legality, Social Research, and the Challenge of Institutional Review Boards. *Law & Society Review*, 41: 757–776.
- Haggerty, K. D. (2004). Ethics Creep: Governing Social Science Research in the Name of Ethics. *Qualitative Sociology*, 27(4), 391–414.

Suggested Reading:

- Carleton University “Policy on the ethical conduct of research”, <https://carleton.ca/researchethics/wp-content/uploads/Responsible-Conduct-of-Research.pdf>

TCPS CORE 2 MODULE ASSIGNMENT DUE**Week 10 – February 23rd, 2022 – The PhD Thesis proposal***1st Half*: What is a PhD Thesis Proposal?

Required reading:

- Sandelowski, M. and J. Barroso. 2003 ‘Writing the Proposal for a Qualitative Research Project’. *Qualitative Health Research* 13/6: 781-820.

2nd Half: Design Spine

- <http://www.janetsiltanen.ca/research.design.html>

Week 11 – March 9th, 2022 – Supervisors, Supervision, Comprehensive Exams, and Managing Life as a PhD student*1st half*: Supervisor and Student Relationships

Required readings:

- <https://www.universityaffairs.ca/features/feature-article/the-all-important-graduate-student-supervisor-relationship/>
- <https://www.theguardian.com/education/2018/jan/22/when-the-relationship-with-your-phd-supervisor-turns-toxic>
- <https://www.timeshighereducation.com/features/monsters-and-mentors-phd-disasters-and-how-to-avoid-them>
- <https://tenureshewrote.wordpress.com/2013/08/12/toxic-academic-mentors/>
- <https://www.nextscientist.com/domesticate-difficult-phd-supervisor/>

Guest speaker: Stacy Douglas*2nd Half*: Comprehensive Exams

Required Reading: Graduate Handbook

Week 12 – March 23rd, 2022 – The PhD and beyond

Required Reading:

- *Work your career*, Chapters 8 & 9

Week 13 – April 6th, 2022 - Wrapping up

DESIGN SPINE ASSIGNMENT IS DUE

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACADEMIC ACCOMMODATIONS

Academic Accommodation

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

Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 [click here](#).

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. 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 will be provided to students who compete or perform at the national or international level. 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: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 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/>.

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/>.

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/student-experience-resources/>