

Course Outline

COURSE:	LAWS 6001 – Proseminar in Legal Studies
TERM:	FALL 2022/WINTER 2023
CLASS:	Day & Time: Tuesday, 11:35am – 2:25pm Room: Loeb D490 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 (and revision); 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.

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.

Germano, William (2021) *On Revision: The only writing that counts*. Chicago: University of Chicago Press.

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. *Book Review & Question Response Assignment* (20%): Students will be expected to review *On Revision* and answer a series of questions on BrightSpace. We will then discuss this text on November 1, 2022.
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 PhD 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. Attendance and Participation (10%): Students are expected to attend and participate in every class.
4. *TCPS Core 2 module* (5%): 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.
5. *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)**.
6. *PhD Thesis Design Spine* (25%): 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://gradstudents.carleton.ca/wp-content/uploads/Extension-Request-Form-1.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 13, 2022 – Introductions

1st Half: Orientation(s)

2nd Half: Navigating the PhD in Legal Studies

Week 2 – September 20, 2022 – Grant Writing

Required reading: Chapter five in *Work Your Career*.

OGS OR SSHRC ASSIGNMENT DUE

September 22, 2021 – Reviews of SSHRC and OGS returned to students

Week 3 – September 27, 2022 – 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 18, 2022 – 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 1st, 2022 – The Publishing Process: Framing your article, Reviews, and Responding to Reviewers

Book Review discussion – *On Revision*

***BOOK REVIEW RESPONSES DUE ON BRIGHTSPACE BEFORE CLASS**

Suggested 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/>
- 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 15th, 2022 – 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 10, 2023 – Research Strategies and methods

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>

Week 8 – January 24th, 2022 – Research, Best Practice, and Ethics

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

RESEARCH ARTICLE ASSIGNMENT DUE*Week 9 – February 7th, 2023 – Research Techniques**

Ellis, C., Adams, T. E., & Bochner, A. P. (2010). Autoethnography: An Overview. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(1). <http://www.qualitative-research.net/index.php/fqs/article/view/1589>

Rapley, T. J. (2001). The art(fulness) of open-ended interviewing: Some considerations on analysing interviews. *Qualitative Research*, 1(3), 303–323. <https://doi.org/10.1177/146879410100100303>

Wolfinger, N. H. (2002). On writing fieldnotes: Collection strategies and background expectancies. *Qualitative Research*, 2(1), 85–93. <https://doi.org/10.1177/1468794102002001640>

TCPS CORE 2 MODULE ASSIGNMENT DUE*Week 10 – February 21st, 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 7th, 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 21st, 2022 – The PhD and beyond

Required Reading:

- *Work your career*, Chapters 8 & 9

Week 13 – April 7th, 2022 - Wrapping up – Brunch!

DESIGN SPINE ASSIGNMENT IS DUE

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

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/>.

ACADEMIC ACCOMMODATIONS

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 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/>

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](#).

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.