

**COURSE:** LAWS 3908.E – Approaches in Legal Studies II**TERM:** Winter 2023**PREREQUISITES:** LAWS 2908 and third-year Honours standing**CLASS:** Day & Time: Wednesdays, 11:35 a.m. – 2:25 p.m.  
Where? Online**INSTRUCTOR:** Professor Christiane Wilke**CONTACT:** Office Hrs: By appointment, on ZoomEmail: [christiane.wilke@carleton.ca](mailto:christiane.wilke@carleton.ca) [please include the course number in the subject line]

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**CALENDAR COURSE DESCRIPTION**

Advanced approaches to interdisciplinary research and analysis in law and legal studies. Emphasis on the important role of theory. Approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

**COURSE DESCRIPTION**

How does international law shape contemporary armed conflict? How can we research how people “do” law? This course prepares students to plan, craft, and execute their own research projects that involve the analysis of primary sources provided by the professor.

The US military and allied NATO militaries have been involved in long-term armed conflicts in Afghanistan and Iraq since the early 2000s. The risks and burdens of these wars have been very unequally distributed. How does the US military respond to allegations that airstrikes have killed civilians? The recent release of 1,300 files detailing responses to civilian casualties from 2015 to 2019 allows us to explore how law shapes how armed conflict is conducted and understood. Another set of files allows us to trace under which circumstances the US military recognized and compensated civilian casualties in Iraq 2005 to 2007. We use these sets of documents to understand aspects of contemporary armed conflict, apply qualitative research

methods, and write research papers.

## **COURSE OBJECTIVES**

In this course you will:

- Learn about the benefits and limits of qualitative methods in socio-legal research
- Distinguish socio-legal research from other forms of research with and about law
- Understand the importance of integrating theoretical texts with empirical research
- Appreciate the importance of drawing on research that relies on marginalized perspectives and ways of knowing
- Learn how to use specific research methods and techniques (case study analysis, media analysis, sampling, coding, interpretation)
- Identify potential ethical problems with research practices and complete the Tri-Council Ethics Training
- Be aware of ethical issues in research beyond institutional requirements and have strategies for navigating these issues
- Develop skills and strategies for conducting and presenting qualitative research based on the systematic interpretation of primary sources
- Conduct a literature review
- Write a research paper that demonstrates all of these skills (Yay!)

## **REQUIRED TEXTS**

We will use a range of texts, including several chapters from these two textbooks:

1. Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>
2. Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> edition) (Sage, 2017).

*De Souza & Hahn* is available open access online. You might want to print out the chapters we read; this might help you to read, review, and work with the material. *Hesse-Biber* can best be purchased via the publisher's website (which includes rental options):

<https://us.sagepub.com/en-us/nam/the-practice-of-qualitative-research/book240120>. It is not

available through the Carleton University Library. If you have trouble getting a copy for any reason, please email me.

All other readings will be posted on Brightspace. We do not use ARES for this course.

**CLASS LOGISTICS**

The goal of this class is to teach, support, and empower you to develop, research, and write a strong research paper. Research skills are always a work in progress. In this class we work towards being able to write strong 4<sup>th</sup> year research papers, including Honours Research Essays (HREs). We will also build the foundations that are necessary for graduate studies.

Since this course is focused on building skills through engagement with primary and secondary sources, your active participation is essential. This includes doing all readings ahead of class and actively participating in the workshop activities in class. We will replace traditional lectures with hands-on learning.

The class is scheduled to meet online on Tuesdays, 11:35 am to 2:25 pm. Please keep your schedule free for the entire time period for the entire term.

**EVALUATION**

All assignments in this course build towards the research paper that you will complete as a take-home exam. In order to write a strong research paper, it is important that you engage with the readings, complete the training on research ethics, think about the role of socio-legal research, decide on your primary sources and how to analyze them, and complete a literature review.

Participation: 20%

Tri-Council training: 5% (due April 12<sup>th</sup>)

Research Reflection assignment: 15% (due February 10<sup>th</sup>)

Research Paper Proposal: 10% (due March 10<sup>th</sup>)

Theory assignment: 15% (due March 31<sup>st</sup>)

Research paper (take home exam): 35% (due April 27<sup>th</sup>)

**Participation (20%). (Introduction 2% + Meet the team 2% + 18 x 1% per comment = 20%)**

- **Meet the team.** Schedule a meeting with the professor or the TA to talk about your assignments, how to approach research, Honours Research Paper or graduate school plans, or any aspect of the course. You have to ask us at least two questions. 2%
- **Let us know what you think about the readings.** In nine weeks of the class, post two comments or questions on the readings. Each comment/question is worth 1% of your mark. Comments/questions should show engagement with and understanding of the texts. Comments that show no engagement with the readings and/or are disrespectful of others will receive partial or no marks. 18%
- **Comments & questions on the readings are due at 10am on the day of class.**

**Tri-Council Training (5%). Due April 12<sup>th</sup>.**

Complete the TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics) by the end of the course: <https://tcps2core.ca/welcome>. At the completion of the online training, you will receive a pdf certificate, which you will post on Brightspace. The certificate only confirms completion; it doesn't mention how many attempts you needed to answer any of the questions. This is a pass/fail activity; you either submit the certificate or you don't.

**Research Reflection Assignment. 15%, 4-5 pages, due February 10<sup>th</sup>, 11pm.**

This assignment draws on readings from weeks one through four. You will answer a question on the features and limits of socio-legal research in relationship to international law.

**Research Paper Proposal. 10%, 4-5 pages, due March 10<sup>th</sup>, 11pm.**

In the research paper proposal, you describe the scope, relevance, and context of your research project, identify your primary sources, and describe and justify the methods you will use to interpret and analyze them. You show that you have a strong plan for your research paper and that you have started with your reading, coding, and analysis.

**Theory & Literature Review Assignment. 15%, 5-6 pages, due March 31<sup>st</sup>, 11pm.**

For the purpose of this course, the initial research paper proposal due on March 10<sup>th</sup> doesn't contain a literature review section. In the Theory & Literature Review Assignment, you will (1) provide an annotated bibliography for your research project, and (2) show the relevance of some theoretical approaches for your project.

**Take home exam: Research Paper. 35%, 12-15 pages, due April 27<sup>th</sup>, 11pm.**

Write the research paper that you have been proposing and developing throughout the course. You are encouraged to take feedback from your peers as well as the teaching team into account as you complete this project.

**Standard disclaimer:**

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.

**LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

In this course, deadlines for different assignments are set for different reasons, but they should not become barriers. Depending on the reasons for the deadlines, we can either move the deadline or modify the assignments for any student who is experiencing significant barriers (medical or otherwise) to completing the assignments.

**The discussion forum posts** are due before the class discussion because we want to build towards the class discussion. But you don't have to do these comments or questions every week, so there is always flexibility to work around weeks in which you have to take a break from school work. If such a situation occurs, please let me know and we make a plan about how you can fulfill the course requirements in other ways.

The larger assignments have deadlines for two reasons: (1) fairness to everyone, and (2) we want to be able to move on instead of lingering on the assignments. If you are dealing with circumstances that prevent you from dedicating the usual amount of time to this class and you require an extension on these assignments, please let me know.

**Extensions:**

For shorter extensions (up to four days), an email is sufficient.

- You need to email me as soon as you know that you need an extension and no later than 12 hours before the deadline.
- Please tell me (1) how much extra time you need and (2) the general category of the reason (medical, family emergency, etc).

For longer extensions and requests to modify the assignment or evaluation structure due to medical or other urgent issues, please complete this form: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf> and send it to me via email.

**Late Submissions:**

For the Research Reflection Assignment, Research Paper Proposal, and Literature Review Assignment, the late penalty is 5 points out of 100 per day for the first four days. **If you submit an assignment more than 4 days late without having asked for and received an extension, it will receive a mark of zero. If you submit the final exam late without having asked for and received an extension, it will receive a mark of zero.**

**SCHEDULE****Week 1 (January 11<sup>th</sup>)****Introduction: Law, War, Research**

*What is socio-legal research? What are some of the problems we can research? The first text introduces us to the interdisciplinary study of law. The second text is a Pulitzer Prize winning piece of reporting by Azmat Khan. Khan obtained about 1,300 civilian casualty investigation files from the US military through Freedom of Information Requests and litigation. We will use these files for some of our research projects. Her article can give you a sense of the questions we can answer using these files.*

*The recommended texts are supplementary resources that you're welcome to read at any point. They might become useful for your research projects.*

Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47, chapter 2. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>

Azmat Khan, "The Civilian Casualty Files: Hidden Pentagon Records Reveal Patterns of Failure in Deadly Airstrikes," *New York Times*, 18 December 2021. Available online: <https://www.nytimes.com/interactive/2021/12/18/us/airstrikes-pentagon-records-civilian-deaths.html>

**Recommended:**

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> edition) (Sage, 2017), 2-35. (chapters 1, 2).

CIVIC, "24 NGOs Call for Urgent Congressional Oversight Over U.S. Civilian Harm Policies," available online: <https://civiliansinconflict.org/press-releases/ngos-call-for-urgent-oversight/>.

Jennifer Trahan, "Prosecutor De-Prioritizes ICC Investigation of US Torture Program," *Opinio Juris*, 1 October 2021. Available online: <https://opiniojuris.org/2021/10/01/prosecutor-de-prioritizes-icc-investigation-of-us-torture-program/>.



**Week 2 (January 18<sup>th</sup>)****What is Socio-Legal Research?**

*We continue with reading two texts on socio-legal research methods and research design. The texts introduce us to different ways of thinking about law and of researching law.*

Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47, chapters 3, 4. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>

Reza Banakar, "On Socio-Legal Design" (2019), Lund University Repository. Available online: [https://lucris.lub.lu.se/ws/portalfiles/portal/65005127/10\\_aaaSocio\\_legal\\_methodology\\_v\\_10.pdf](https://lucris.lub.lu.se/ws/portalfiles/portal/65005127/10_aaaSocio_legal_methodology_v_10.pdf) (accessed 2 December 2021).

**Week 3 (January 25<sup>th</sup>)****Law & War in the 21<sup>st</sup> Century**

*The first two texts demonstrate different approaches to international law and armed conflict. The first text is a more traditional international law textbook. Please pay attention to the mechanics of international law described in the chapter as well as to the larger arguments about the role of international law in limiting violence. The second text offers a different argument about how international law shapes armed conflict. The third text is a brief post from an organization that tracks civilian casualties; it allows us to apply the theories from the first two texts and think about how we would research these issues in practice.*

Paola Gaeta, Jorge E. Viñuales, and Salvatore Zappalà, *Cassese's International Law*, 3<sup>rd</sup> ed (Oxford University Press, 2005), 366-403.

Nicola Perugini and Neve Gordon, *The Human Right to Dominate* (Oxford University Press, 2015), 71-100.

Airwars, "Pentagon annual report admits 12 deaths resulting from US action in 2021," 29 September 2022, <https://airwars.org/news-and-investigations/pentagon-annual-report-admits-12-deaths-resulting-from-us-actions-in-2021/>.

**Week 4 (February 1<sup>st</sup>)****Socio-Legal Approaches to International Law**

*How can we do sociolegal research in international law? We read a text that summarizes different approaches and strategies for research in international law (Lieblich) as well as two recent articles that use sociolegal approaches to specific problems in international law and armed conflict. Thomas Gregory's article draws on the Compensation Files that you have access to, and my article uses the very small number of civilian casualty investigation files that were accessible in 2019. Both articles give you a sense of what kinds of questions you can ask using the primary sources at our disposal.*

Eliav Lieblich, "How to Do Research in International Law? A Basic Guide for Beginners," *Harvard International Law Journal Online* 62 (2021): 42-67.

Thomas Gregory, "The costs of war: Condolence payments and the politics of killing civilians," *Review of International Studies* 46 (2020): 156-176.

Christiane Wilke, "Legal Tragedies: Accounting for Civilian Casualties of Airstrikes in US Military Investigation Reports," in *Technologies of Human Rights Representation*, ed. Alexandra Moore and James Dawes (New York: SUNY Press, 2022), 135-58.

**Recommended:**

John Fabian Witt, "Form and Substance in the Law of Counterinsurgency Damages," *Loyola of Los Angeles Law Review* 41 (Summer 2008): 1454-1482.

Laleh Khalili, "Gendered Practices of Counterinsurgency," *Review of International Studies* 37 (2011): 1471-1491.

**Week 5 (February 8<sup>th</sup>)****Hello, data! Meet the Primary Sources**

*So far we have read texts on sociolegal research, international law, and methods. In this class, we take a close look at the primary sources around which we will build our research projects. We will have*

three different options for data you can use:

**Option A:** The 2005 – 2007 Civilian Casualty Compensation Files (found here:

<https://www.aclu.org/sites/default/files/webroot/natsec/foia/log2.html>)

**Option B:** The 2014 – 2019 Civilian Casualty Files (found here:

<https://www.nytimes.com/interactive/2021/us/civilian-casualty-files.html>, supplemented by the Airwars archive: <https://airwars.org/conflict/coalition-in-iraq-and-syria/>)

**Option C:** You conduct a systematic analysis of news coverage of a specific episode of the media coverage of a contemporary conflict. This Airwars report will provide you with context and ideas for research questions: Airwars, News In Brief: US Media Coverage of Civilian Harm in the War Against So-Called Islamic State (2019).

For this class, everyone reads the materials following primary sources. We will discuss all of the materials and some possible ideas for research projects arising from these sources of data.

Claim under Foreign Claims Act (Baghdad, Iraq), incident on 2 December 2006. Army Bates 24024-24058. Available online:

[https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army24024\\_24058.pdf](https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army24024_24058.pdf)

Claim under Foreign Claims Act (Baghdad, Iraq), incident on 25 July 2006. Army Bates 24059-24111. Available online:

[https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army24059\\_24111.pdf](https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army24059_24111.pdf)

Civilian Casualty Files: Mosul, 18 November 2016. Available online:

<https://int.nyt.com/data/documenttools/c-11-18-16-iraq/e560cbb34bcc1a72/full.pdf>

Civilian Casualty Files: Mosul, 29 November 2016. Available online:

<https://int.nyt.com/data/documenttools/c-11-29-16-iraq/f357966f5a241b8a/full.pdf>

Civilian Casualty Files: Mosul, 16 November 2016. Available online:

<https://int.nyt.com/data/documenttools/nc-11-16-16-iraq/6550d7d70eef00a3/full.pdf>

Civilian Casualty Files: Mosul, 22 November 2016. Available online:

<https://int.nyt.com/data/documenttools/nc-11-22-16-iraq/3c6096a1d4d83fe7/full.pdf>

**Optional (if you're interested in option C):**

Airwars, News In Brief: US Media Coverage of Civilian Harm in the War Against So-Called Islamic State (2019). Available online: <https://airwars.org/wp-content/uploads/2019/07/Airwars-News-in-Brief-US-media-reporting-of-civilian->

harm.pdf [read the sections that speak to your interests]

## Week 6 (February 15<sup>th</sup>)

### Research Practice: Document Analysis

*What can documents tell us about social life, law, and violence? How can we read them systematically? These readings offer an introduction to document analysis as a group of research techniques. For undergraduate students, document analyses are among the most accessible and rewarding research techniques. For your research paper proposals, you will most likely use techniques we read about in these texts.*

Tim Rapley, *Doing Conversation, Discourse and Document Analysis* (2<sup>nd</sup> ed) (Sage, 2018), chapter 7 (exploring conversations on and with documents).

<https://methods.sagepub.com/book/doing-conversation-discourse-and-document-analysis-2e>

Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47, chapters 6, 7. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>

Sarah L. Dalglish, Hina Khalid, and Shanon A McMahon, "Document analysis in health policy research: the READ approach," *Health Policy and Planning*, 35, 2020, 1424–1431.

## Week 7 (March 1<sup>st</sup>)

### Coding and Crafting: Refining your Research Project

*Let's dive deeper into various forms of content analysis and coding. This stage of the research process is very important because it's the basis on which your arguments will stand. So let's spend another week at building a strong basis for excellent research papers.*

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> edition) (Sage, 2017), 306-339

(chapter 11, data analysis and interpretation).

Ashley T. Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press, 2021), 179 – 207.

Nicola Sankofa, “Critical Method of Document Analysis,” *International Journal of Social Research Methodology* (2022), <https://doi.org/10.1080/13645579.2022.2113664>

## Week 8 (March 8<sup>th</sup>)

### Theorizing Global Hierarchies, Violence, and Insecurity

*Let's turn our attention back to international law, global hierarchies, and theories. The article by Anghie and Chimni is a classic of the Third World Approaches to International Law (TWAIL) tradition. It can help us think about how imperial and colonial histories shape current conflicts. The second article by Sharma and Nijjar theorizes the surveillance of Muslims within Western states. Taken together, these two pieces can help us add theoretical context to our research projects. The third article does what the title promises: it provides an overview to writing a literature review.*

Antony Anghie and B. S. Chimni, “Third World Approaches to International Law and Individual Responsibility in Internal Conflicts,” *Chinese Journal of International Law* 2, no. 1 (2003): 77-104.

Sanjay Sharma and Jasbinder Nijjar, “The racialized surveillant assemblage: Islam and the fear of terrorism,” *Popular Communication* 16 (2018): 72-85.

Andrew S. Denney and Richard Tewksbury, “How to Write a Literature Review,” *Journal of Criminal Justice Education* 24 (2013): 218 – 234.

## Week 9 (March 15<sup>th</sup>)

### Theorizing War, Law, and Technologies

*As we are preparing for the literature review assignment, let's read two more articles that make theoretical arguments about law, war, and technologies. Thomas Gregory specifically argues that*

*counting civilian casualties has become a weapon of war. Adam Smith makes an argument about how technology and law work together in enabling what we understand as drone warfare. The third reading is a document that contains US policies for assessing civilian casualty allegations. This policy document allows us to test theories from the theoretical texts, and it allows us a different perspective on the civilian casualty files.*

Thomas Gregory, "Calibrating Violence: Body Counts as a Weapon of War," *European Journal of International Security* 7 (2022): 479–507.

Adam Smith, "Drones as Techno-Legal Assemblages," *Law, Technology & Humans* 4 (2022): 152–165. <https://lthj.qut.edu.au/article/view/2333/1254>

CJTF-OIR Policy for Reporting and Responding to Civilian Casualty Incidents (2018). Available online: <https://int.nyt.com/data/documenttools/cjtf-oir-policy-civilian-casualty-incidents-2018/acd1dd219d5ba55b/full.pdf>

### **Recommended:**

Craig Jones, "Gaza and the Great March of Return: Enduring violence and spaces of wounding," *Transactions of the Institute of British Geographers* (2022):1–14.

## **Week 10 (March 22<sup>nd</sup>)**

### **Research Ethics**

*Research can address important societal needs, but it can also be deeply harmful. Linda Tuhiwai Smith's book introduction highlights the role of Western research in colonialism and racist oppression. We need to understand these histories to appreciate the need for researcher accountability and the role of Research Ethics Boards. The textbook chapter focuses on the institutional process of Ethics review, but we should talk about the ethics of research more broadly.*

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (2<sup>nd</sup> edition) (Zed Books, 2012), 1–20.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> edition) (Sage, 2017), 66-103

(chapter 4).

Reference document (supplementary): Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018).

<https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf> or  
[https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2018.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html).

### **Week 11 (March 29<sup>th</sup>)**

#### **Reflecting on the Ethics and Limits of Studying Law and War**

*What does it feel like to research and advocate in an area of law that is so deeply implicated with violence? This article thematizes both the role of passions and emotions in research and the ethical limits of work with and in international law and armed conflict.*

Naz K. Modirzadeh, “Cut These Words: Passion and International Law of War Scholarship,”  
*Harvard International Law Journal* 61 (2020): 1 – 64.

### **Week 12 (April 5<sup>th</sup>)**

#### **Research Paper Workshop**

*These two readings will help you understand how to move from the research paper proposal to the research paper that is your final exam. They prompt you to think about how and why to write, how to relate your work to that of other researchers, how to structure your paper, and how to most effectively present your arguments.*

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3<sup>rd</sup> edition) (Sage, 2017), 340-365 (chapter 12).

Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47, chapter 8. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>

## **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**

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](mailto: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 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/>

<b>Winter 2023 Sessional Dates and University Closures</b>	
<i>Please find a full list of important academic dates on the calendar website:</i> <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 9, 2023</b>	Winter term begins.
<b>January 20, 2023</b>	Last day for registration and course changes (including auditing) in full winter and late winter courses.
<b>February 20, 2023</b>	Statutory holiday. University closed.
<b>February 20-24, 2023</b>	Winter break. No classes.
<b>March 15, 2023</b>	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
<b>April 7, 2023</b>	Statutory holiday. University closed.
<b>April 12, 2023</b>	Winter term ends. Last day of full winter, late winter, and fall/winter classes.
<b>April 15-27, 2023</b>	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
<b>April 27, 2023</b>	All final take-home examinations are due on this day.