

## Course Outline

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<b>COURSE:</b>	<b>LAWS 2908 B – Approaches in Legal Studies I</b>
<b>TERM:</b>	<b>Fall 2025</b>
<b>PREREQUISITES:</b>	<a href="#"><u>LAWS 1001 and LAWS 1002</u></a>
<b>CLASS:</b>	<b>Day &amp; Time:</b> Wednesday, 6:05-8:55 pm <b>Room:</b> <b>Please check Carleton Central for current Class Schedule</b> This course is offered online, via Zoom.
<b>INSTRUCTOR:</b>	<b>Sylva Sheridan, PhD (ABD), MA, BA (Hon).</b>
<b>CONTACT:</b>	<b>Office Hrs:</b> Online (via Zoom), Wednesdays 4:30-5:30 pm (link to be provided on Brightspace). Office: LA (Loeb) D581 <b>Telephone:</b> NA <b>Email:</b> <a href="mailto:sylvasheridan@cunet.carleton.ca"><u>sylvasheridan@cunet.carleton.ca</u></a> – Emails are responded to within 48 hours. If after 48 hours, you have not received a response from me, please re-send your email. Emails are responded to Monday – Friday between 8am – 4pm. If you email me on the weekend, you can expect a response by Monday or Tuesday the following week.
<b>BRIGHTSPACE:</b>	<a href="https://brightspace.carleton.ca/d2l/home/370928"><u>https://brightspace.carleton.ca/d2l/home/370928</u></a>

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### **CALENDAR COURSE DESCRIPTION**

Introduction to the legal research process and analysis of legal methodology; finding and analyzing primary and secondary legal sources. Students are strongly encouraged to take this course in the second year of their program.

### **COURSE DESCRIPTION**

The Department offers two research courses to help students master their law discipline. This course, LAWS 2908, introduces students to legal materials in the context of legal studies research. Legal materials reviewed in this course include judicial decisions (cases), legislative instruments (statutes and regulations), government documents (including Parliamentary materials and policy), and secondary sources published in academic journals. It also addresses the 'legal method' in comprehending and working with these materials. This course is compulsory for all students majoring in a Law or Law Honours program. A second course, LAWS 3908, offered at the 3000 level, introduces students to a variety of interdisciplinary approaches, including the application of social science research sources and methods in legal studies, as well as more advanced consideration of theory in legal research.

This course will explore concepts, topics, and themes that examine, analyze and discuss the overrepresentation of Indigenous peoples in the criminal justice system.

Please utilize my office hours, schedule an appointment with me, or email me with any questions you may have. I am here to help you understand the course concepts, themes and ideas, and be successful in the course.

## **COURSE STRUCTURE**

As this is an online course, this course is structured in the following way:

- **Approximately 6:05-7:25 pm:** I will lecture on a specific course concept detailed in the course schedule.
- **Approximately 7:35-8:55 pm:** I will lead a tutorial/lab on applying the research topic we have discussed. This will be followed by a submitted response on Brightspace. This is how you will receive your participation marks.

## **PRECLUSIONS**

No preclusions

## **LEARNING OUTCOMES**

Following the course, students will be confident in the following areas:

- Demonstrating the significance of compliance with proper citation in academic writing
- Knowledge base in *Canadian Guide to Uniform Legal Citation* [*The McGill Guide*].
- Locate relevant legal materials, governmental documents, relevant jurisprudence and academic writing.
- Integration of theories/methods in academic writing

## **REQUIRED TEXTS**

**You do not need to purchase any texts for this course.**

Though **not required**, I highly recommend that students purchase *The McGill Guide*. This text outlines the fundamental principles of legal citation. It is an essential reference text for anyone conducting research concerning legal issues. You will use it as a guide for other courses in the Department of Law and Legal Studies. As part of the course, we will be going through *The McGill Guide* on a step-by-step basis. It is available for purchase for approximately \$115.00 through the bookstore and online. **You must purchase the 10<sup>th</sup> edition.** You may find some used copies at the bookstore. There are significant differences between the 9<sup>th</sup> and 10<sup>th</sup>. All assignments will be evaluated per the 10<sup>th</sup> edition of the textbook.

The library has offered an overview of the guidelines, which can be found here: <https://library.carleton.ca/guides/help/uniform-legal-citation-style-mcgill-guide>.

In addition to *The McGill Guide*, we will be reading the following material, which is available on Brightspace under weekly session modules.

- Basham, Sherah, Vivian P. Radcliff & Sara L. Bryson, "How to Write an Annotated Bibliography" (2023) 34:2 Journal of Criminal Justice Education 289.
- Batterton, Katherine A. & Kimberly N. Hale, "The Likert Scale: What It is and How to Use it" (2017) 50:2 Phalanx 32.
- Brave Heart, Maria Yellow Horse, "The Historical Trauma Response Among Natives and Its Relationship with Substance Abuse: A Lakota Illustration" (2003) 35:1 Journal of Psychiatric Drugs 7.
- C-15, *An Act respecting the United Nations Declaration on the Rights of Indigenous Peoples*, 2<sup>nd</sup> Sess, 43<sup>rd</sup> Parl, (Royal Assent 21 June 2021).
- Collaborative Indigenous Learning Bundle: Ethics of Research with Indigenous Peoples
- Devlin, Richard F., "Mapping Legal Theory" (1994) 22:3 Alberta Law Review 602.
- Dickson, Jane, "Making an 'ASH' out of *Gladue*: The Bowden Experiment" (2021) 44:5 Manitoba Law Journal 1.
- Gerring, John, "Qualitative Methods" (2017) 20 Annual Review of Political Science 15.
- Gone, Joseph P., William E. Hartmann, Andrew Pomerville, Dennis C. Wendt, Sarah H. Klem & Rachel L. Burrage, (2019) "The Impact of Historical Trauma on Health Outcomes for Indigenous Populations in the USA and Canada: A Systematic Review" (2019) 74:1 American Psychologist 20.
- Hansard Debate on Residential Schools Apology from (Former) Prime Minister Stephen Harper <<https://www.ourcommons.ca/DocumentViewer/en/39-2/house/sitting-110/hansard>>.
- Pittaway, Eileen, Linda Bartolomei & Richard Hugman, "'Stop Stealing Our Stories': The Ethics of Research with Vulnerable Groups" (2010) 2:2 Journal of Human Rights Practice 229.
- *R v Gladue*, [1999] 1 SCR 688. (skim only)
- *R v Kehoe*, 2023 BCCA 2. (Assigned Case for Case Brief Assignment).
- Rochel, Johan, "Learning from the Ethics of AI: A Research Proposal on Soft Law and Ethics of AI" (2022) 27:1 Tilburg Law Review – Journal of International and European Law 37.
- Tiwana, Neena, Gary Bass & Graham Farrell, "Police performance measurement: an annotated bibliography" (2015) 4:1 Crime Science 1.
- Vogt, W. Paul, (Ed.), "Conversations About Three Things" in *Sage Research Methods* (Thousand Oaks: SAGE Publications Inc., 2011) 3.

**You are welcome to use any of the course materials in your assignments. The research proposal involves the application and explanation of theory/methodology. As such, course materials may support your research.**

## **EVALUATION**

This course is demanding and intensive. It will require considerable ongoing attention each week. We understand that this course requires a significant amount of work for you. However, this course is foundational to your Law program. It is designed to provide you with the opportunity to develop research skills and understanding that will serve you well in other law courses. There are three pieces of evaluation for LAWS 2908B.

**Evaluation Component #1: Attendance and Participation (Marked by Professor)**

Assignment Value	Due Date	Explanation
30% <ul style="list-style-type: none"> <li>Attendance: 10%</li> <li>Participation: 20%</li> </ul>	Ongoing	As this is an online course, participation is marked by responding to a prompt on Brightspace that is <b>only</b> accessible during class time. The prompt will open at 6:00pm and will close at 9:00pm. Students will <b>not</b> be able to access the prompt afterwards. There will <b>not</b> be opportunities to make up missed prompts. The Brightspace response is correlated with the tutorial/lab. There are <b>10</b> responses (marked as pass/fail) for a total of 20 marks. Attendance is recorded.

**Evaluation Component #2: Case Brief (Marked by TA)**

Assignment Value	Due Date	Explanation
30%	October 1, 2025, at 11:59pm	Your case brief will be approximately 5 pages (1250 words). Marks will be deducted for going over the page count. The page count does <u>not</u> include the title page or the bibliography. On the Brightspace Page, you will find the following: <ul style="list-style-type: none"> <li>Required Case (If you write on the incorrect case, you will receive a zero.)</li> <li>Assignment Instructions</li> <li>Rubric</li> </ul>

**Evaluation Component #3: Research Proposal (Marked by TA)**

Assignment Value	Due Date	Explanation
40%	December 5, 2025 at 11:59pm	You will submit a research proposal on a topic relating to the course theme. Your proposal should be approximately 12 pages (3000 words). The page count does <u>not</u> include the title page or the bibliography. Your proposal <b>must</b> incorporate the Collaborative Indigenous Learning Bundles. On the Brightspace page, you will find the following: <ul style="list-style-type: none"> <li>Instructions</li> <li>Rubric</li> <li>Explanation on Collaborative Indigenous Learning Bundle Application.</li> </ul>

Failure to complete ANY of the evaluation elements will be considered an administrative fail and will result in a grade of 'F'. This also includes attendance. If you attend no classes this term, you will not pass. All assignments must be **12-point font, Times New Roman or 11-point Arial and double-spaced**. Failure to adhere to any of these requirements will result in mark deductions under 'formatting'.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

#### **Penalties for Late Submissions:**

It is expected that students will plan accordingly and endeavor to meet those deadlines. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

**Students may submit the paper late, and their grade will be reduced by a late penalty that will accrue at a rate of 2 marks for each day punctuating the deadline and their submission of the paper via Brightspace. The granting of extensions is at the discretion of the instructor (not the TA), who will confirm whether an extension is approved and its duration.**

#### **Final Grade Approval**

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

### **SCHEDULE**

<b>Week / Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Tutorial</b>
1 (September 3)	Course Overview	<ul style="list-style-type: none"> <li>Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
2 (September 10). <sup>1</sup>	Legal Citation I – General Rules	<ul style="list-style-type: none"> <li>E-1</li> </ul>	<ul style="list-style-type: none"> <li>Bibliography Formatting</li> </ul>
3 (September 17).	Legal Citation II – Jurisprudence	<ul style="list-style-type: none"> <li>E-3</li> <li>Skim: <i>Gladue</i></li> </ul>	<ul style="list-style-type: none"> <li>Case Brief Assignment Overview</li> <li>Practice Case Brief</li> </ul>
4 (September 24).	Legal Citation III – Legislation	<ul style="list-style-type: none"> <li>E-2</li> <li>Bill C-15</li> </ul>	<ul style="list-style-type: none"> <li>Note-up legislation using LEGISInfo</li> </ul>

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<sup>1</sup> I highly recommend you begin reading the assigned case for your case brief assignment, *R v Kehoe*

Week / Date	Topic	Reading	Tutorial
5 (October 1). <b>Case Brief Due by 11:59pm</b>	Legal Citation IV – Government Documents & Grey Literature	<ul style="list-style-type: none"> <li>Section E-4</li> <li>Hansard Debate on Residential School Apology</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating Government Documents and Grey Literature into your Work</li> </ul>
6 (October 8). <sup>2</sup>	Legal Citation V – International Materials	<ul style="list-style-type: none"> <li>E-5</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating International Materials into your Work</li> </ul>
7 (October 15).	Legal Citation VI – Secondary Sources and Other Materials	<ul style="list-style-type: none"> <li>E-6</li> <li>Jane Dickson, “Making an ‘ASH’ out of <i>Gladue</i>: The Bowden Experiment”</li> </ul>	<ul style="list-style-type: none"> <li>Find and locate key sections of academic journals.</li> </ul>
<b>October 20-24</b>	<b>Fall Break</b>	<b>No Class</b>	<b>Rest and Recharge</b>
Week / Date	Topic	Reading	Tutorial
8 (October 29).	Academic Writing I – Annotated Bibliographies	<ul style="list-style-type: none"> <li>Sherah Basham et al, “How to Write an Annotated Bibliography”</li> <li>Joseph P. Gone et al, “The Impact of Historical Trauma (...)”</li> <li>Neena Tiwana, “Police performance measurement: an annotated bibliography”</li> </ul>	<ul style="list-style-type: none"> <li>Create an annotated bibliography of one source from this week’s readings.</li> </ul>

<sup>2</sup> Begin thinking about a topic for your Research Proposal. Potential topics include: Bail, *Gladue*, Healing Lodges, Indigenous Child Welfare Policy, Policing, Restorative Justice Principles, National Inquiry into Missing and Murdered Indigenous Women and Girls, Risk, Sentencing Circles, Truth and Reconciliation Commission, etc.

Week / Date	Topic	Reading	Tutorial
9 (November 5).	Guest Speaker – Julie Lavigne	NA	NA
10 (November 12).	Academic Writing II – Research Proposals	<ul style="list-style-type: none"> <li>• Collaborative Indigenous Learning Bundle</li> <li>• Joseph P. Gone et al, “The Impact of Historical Trauma on Health Outcomes (...).<sup>3</sup></li> <li>• Johan Rochel “Learning from the Ethics of AI: A Research Proposal on Soft Law and Ethics of AI”</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive Overview of Research Proposal</li> <li>• Preparatory Assignment on Structure of Research Proposals</li> </ul>
11 (November 19). <sup>4</sup>	Academic Writing III – Theory (Guest Speaker: Kyle Cayouette)	<ul style="list-style-type: none"> <li>• Maria Yellow Horse, Brave Heart “The Historical Trauma Response Among Natives (...)</li> <li>• Richard F. Devlin, “Mapping Legal Theory”</li> <li>• Eileen Pittaway et al, “‘Stop Stealing Our Stories’ (...)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply legal theory to a problem</li> </ul>

<sup>3</sup> I have included this source twice; we will review it for **both** examples of a solid literature review and a research proposal.

<sup>4</sup> Begin working on the organizational structure of your research proposal.

Week / Date	Topic	Reading	Tutorial
12 (November 26). <sup>5</sup>	Academic Writing IV – Methodology	<ul style="list-style-type: none"> <li>• Katherine Batterton et al, “The Likert Scale”</li> <li>• John Gerring, “Qualitative Methods”</li> <li>• Paul Vogt, “Conversations About Three Things...”</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between qualitative/quantitative methodology</li> </ul>
13 (December 3)  <b>Research Proposal Assignment Due December 5 at 11:59 pm</b>	Final Assignment Open Office Hours	NA	NA

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<sup>5</sup> Work on the theories and methods section of your research proposal.



**POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF USING GENERATIVE AI**

**Use of Previously Submitted Papers:**

Submitting previously evaluated work, in whole or in part, is not permitted, and you will receive a zero.

**Generative AI Tools (e.g. ChatGPT):**

Unless explicitly permitted by the instructor in a particular course, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is a violation of academic integrity standards.

**Group Work:**

The use of group work is not permitted. Students must individually submit their own work.

**UNIVERSITY AND DEPARTMENTAL POLICIES**

**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

## **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **ACADEMIC ACCOMMODATIONS**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

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

### **Pregnancy and Family-Status Related Accommodations**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

### **Religious Obligation**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity

Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).

<b>Fall 2025 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>September 3, 2025</b>	Fall term begins.
<b>September 16, 2025</b>	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
<b>September 30, 2025</b>	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
<b>October 13, 2025</b>	Statutory holiday. University closed.
<b>October 20-24, 2025</b>	Fall break. No classes.
<b>November 15, 2025</b>	Last day for academic withdrawal from fall courses.
	Last day to request formal exam accommodations for fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
<b>November 24, 2025</b>	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the fall or fall/winter before the official examination period.
<b>December 5, 2025</b>	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
<b>December 6-7, 2025</b>	No classes or examinations take place.
<b>December 8-20, 2025</b>	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
<b>December 20, 2025</b>	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
<b>December 24, 2025 – January 2, 2025</b>	University closed.