

Course Outline

COURSE: LAWS 3908 B – Approaches in Legal Studies II

TERM: Fall 2026

PREREQUISITES: LAWS 2908 and third-year Honours standing

CLASS: **Day &** Asynchronous
 Time:
 Room: ONLINE ONLY

INSTRUCTOR: Dr. Rebecca Jaremko Bromwich

CONTACT: **Office Hrs** By appointment on TEAMS, Zoom or in person
 / Location:
 Telephone:
 Email: Rebecca.Bromwich@Carleton.ca
 I will reply to emails within one **business** day

BRIGHTSPACE: [TBD]

CALENDAR COURSE DESCRIPTION

Advanced approaches to interdisciplinary research and analysis in law and legal studies. Methodological approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

COURSE DESCRIPTION

This course is a space for students to explore research methodologies in the interdisciplinary field of legal studies that go beyond doctrinal research. The goal of the course is to give students the necessary tools to conduct a research project in legal studies. To accomplish this, the course is divided in two parts:

- (1) an introduction to concepts, aspects, issues, etc., relevant to all social sciences and humanities research with a focus on legal studies; and
- (2) an exploration of particular methodologies relevant to legal studies. After introducing what do (and do not) constitute inter/trans/multidisciplinary approaches to

law, the first part will cover topics such as designing a research project; the role and importance of theory in research; the meaning and role of methodology, epistemology and ontology; and research ethics, both formal (i.e. research ethics boards) and informal (personal ethics, community ethics, etc.). The second part will explore some of non-doctrinal methodologies for legal studies: legal history, discourse analysis, and narrative approaches (including Indigenous storytelling as a methodology). The course concludes by looking at the place and role of activism within legal research.

LEARNING OUTCOMES

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

- Demonstrate understanding non-doctrinal approaches to legal research;
- Demonstrate understanding of, and distinguish, the steps and components of legal research;
- Demonstrate understanding of, and identify, ethical issues in research;
- Describe and compare various legal studies methodologies;
- Assess various legal research methods and their use by others;
- Design and conduct a legal studies research project;
- Apply research methods to a legal topic and justifying research choices;
- Synthesize and analyze important issues related to research and its use in society;
- Analyze various ways of conceptualizing research and knowledge production; and
- Demonstrate capacity to navigate interdisciplinary research.

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.

Evaluated items in this course are meant to help you build the necessary skills to create a feasible and novel research project (one that could become an Honours Research Essay or could evolve into a Master's Thesis, for those interested in pursuing these avenues). Doing the assignments in a timely manner, participating in the course and doing the readings are all essential to producing a good final Research Project Proposal. Overall, the evaluation methods will immerse you in the world of research, help you understand the essential elements of research and will allow you to develop the practical skills needed to carry out a research project.

All evaluated items must be submitted in order for a student to receive a passing grade in this course.

Evaluation for this course is divided as follows:

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|---|-----|
| • Learning Log: | 20% |
| • Research Topic Proposal and Preliminary Bibliography: | 10% |
| • Reflection on Methodology: | 15% |
| • Annotated Bibliography and Methodology Proposal: | 15% |
| • Tri-Council Research Ethics Training: | 5% |
| • Research Project Proposal: | 35% |

Learning Log (20%)

DUE December 3, 2026

Students will maintain a **Learning Log** throughout the course, consisting of **10 entries of approximately one double-spaced page each**. Each entry should engage thoughtfully with an aspect of that week's course material, such as a reading, methodological approach, class discussion, case study, research problem, or concept that prompted further reflection. The purpose is not simply to summarize the material, but to consider its significance for understanding and conducting legal studies research. Students are encouraged to make connections between course concepts, their own

research interests, and broader questions about law and society. The completed Learning Log will be submitted at the end of the course.

Research Topic Proposal and Preliminary Bibliography (10%)

DUE 4 October 2026

The Research Topic Proposal describes the topic your final Research Project Proposal will address and includes a preliminary bibliography. You should summarize the context of your proposed project, explain why you chose this topic, state your research question(s) and list potential research methods that would allow you to answer the question. The preliminary bibliography should contain at least eight (8) scholarly source (academic books, book chapters and articles) and relevant factual and contextual sources (blog posts, news article, literary works, etc.). The assignment should be three to four (3-4) pages long, plus the preliminary bibliography.

Reflection on Methodology (15%)

DUE 1 November 2026

The Reflection consists of a short essay of six to seven (6-7) pages summarizing a particular legal studies methodology. The bulk of the essay should be the analysis section. This section should indicate the methodology's strengths and limitations, what it can and cannot teach us about legal issues, offer your own assessment of the methodology based on your chosen theoretical, conceptual, ontological and/or epistemological perspective, and any other relevant analysis (which will vary depending on the methodology).

Annotated Bibliography and Methodology Proposal (15%)

DUE 29 November 2026

The Annotated Bibliography consists of five (5) scholarly sources that are annotated, that is, in addition to selecting the sources, you will summarise each source (300-400 words per source) and indicate how the source relates to the other sources. The assignment, after incorporating feedback, should be integrated in the "literature review" section of your Research Project Proposal. On the same document, you will indicate your choice of methodology for your Research Project Proposal and write a paragraph justifying your choice (i.e., why is this methodology appropriate for your research project). This part of the assignment may need to be resubmitted within a week if the choice of methodology is clearly inappropriate (you are encouraged to book a zoom appointment to discuss your choice of methodology in advance of the due date if you are uncertain about your choice).

Tri-Council Research Ethics Training (5%)

DUE 10 December 2026

Complete the TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics): <https://tcps2core.ca/welcome>. At the completion of the online training, you will receive a pdf certificate, which you will submit to the instructor via Brightspace. The certificate only confirms completion; it does not mention how many attempts you needed to answer any of the questions. The entire training should take no more than 3 hours to complete. You will be able to go through the training modules at your own pace (progress automatically saved). This is a pass/fail activity (i.e., if you submit the certificate, you will get the marks; if you do not, you will get 0).

Research Project Proposal (35%)

DUE 13 December 2026

The Research Project Proposal is this course's final assignment. It builds on nearly all other assignments. The proposal is a take home assignment (instructions on the assignment will be communicated after the last day of class).

The proposal should be between twelve to fifteen (12-15) pages long and must contain the following sections:

- (1) an abstract;
- (2) an introduction (description of topic, research questions, and objectives);
- (3) a literature review;
- (4) a statement on theory;
- (5) a statement on methodology;
- (6) an analysis plan; and
- (7) a knowledge dissemination and outcome plan.

The proposal also needs to include a bibliography (which does not count towards the page number requirement).

REQUIRED TEXTS

All mandatory reading and audio-visual materials will be available on Brightspace (either directly or through a link). No material needs to be purchased.

SUPPLEMENTARY TEXTS

If you prefer to have a textbook to follow along or to use as a reference, I recommend the following (note, however, that no textbook follow the structure of this course; textbooks can be an additional learning tool, but they are not equivalent to the content of the course):

- Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research*, 3rd ed

(Sage, 2017)

- Ashley T Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to*

Rigorous Research (Stanford University Press, 2021)

- Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge*

Handbook of Socio-Legal Theory and Methods (Routledge, 2020)

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.

POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is at the discretion of the instructor, who will confirm whether an

extension is approved and its duration. 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. 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/>.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) is a useful research tool but it cannot be used to substitute original work by students. You make use AI in your research (in the manner of a search engine) but you must check the original materials referred to or provided in AI searches. Generative AI can make mistakes, including “hallucinations” and it is your responsibility to verify all AI content.

AI may also be used to support your editing and proofreading, particularly to assist in proper formatting of citations.

Your writing must be original and your ideas must be entirely your own. It is not permissible to have AI write your papers.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course

POLICY ON CLASSROOM RECORDING

Students must ask for, and receive, express permission from the Instructor before recording any portion of this course.

SCHEDULE

12 September

- Course Outline
- Pages 1-7 and Chapter 2 of Ashley T Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press, 2021)
- Chapter 2 of Marilyn Lichtman, *Qualitative Research for the Social Sciences* (Sage, 2014)

19 September: Elements of Inter/Trans/Multi-Disciplinary Legal Research ○

Chapter 1 of Allen F Repko & Rick Szostak, *Interdisciplinary Research: Process and*

Theory, 4th ed (Sage, 2021)

- Chapter 1 of Max Travers, *Understanding Law and Society* (Routledge, 2010)
- Lisa Webley, “The *why* and *how to* of conducting a socio-legal empirical research project” in Naomi Creutzfeldt, Marc Mason & Kirsten McConnachie, eds, *Routledge Handbook of Socio Legal Theory and Methods* (Routledge, 2020) 58

26 September - Understanding Methodology, Epistemology and Ontology

- Pages 6-11 and Chapter 2 of Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research*, 3rd ed (Sage, 2017)
- Walker DePuy et al, “Environmental governance: Broadening ontological spaces for a more livable world” (2021) *Environment and Planning E: Nature and Space*
- Andrea Doucet & Natasha S Mauthner, “Feminist Methodologies and Epistemology” in Clifton D Bryant & Dennis L Peck, eds, *21st Century Sociology: A Reference Handbook*, Vol II (Sage, 2007) 36

3 October: The Role of Theory and Conceptual Approach/Framework

- Chapter 4 of Rubin, *Rocking Qualitative Social Science*
- Yosef Jabareen, “Building a Conceptual Framework: Philosophy, Definitions, and Procedure” (2009) 8:4 *International Journal of Qualitative Methods* 49
- Denis J Galligan, “Legal Theory and Empirical Research” in Peter Cane & Herbert M Kritzer, eds, *The Oxford Handbook of Empirical Legal Research* (Oxford University Press, 2010) 976

10 October: Research Ethics and Other Ethical Considerations

- Chapter 4 of Hesse-Biber, *The Practice of Qualitative Research*
- Complete the Indigenous Learning Bundle: Engaging with Indigenous Communities on Brightspace
- Julia K Riddell et al, “Laying the groundwork: A practical guide for ethical research with Indigenous communities” (2017) 8:2 *The International Indigenous Policy Journal* 5

17 October: Research Design and Planning a Research Project

- Chapter 7 of Lichtman, *Qualitative Research for the Social Sciences*
- Chapter 12 of Hesse Biber, *The Practice of Qualitative Research*

31 October: Legal History 1 – Internal and External Sources

- Philip Handler, “Legal History” in Dawn Watkins & Mandy Burton, eds, *Research Methods in Law* (Routledge, 2013) 85
- David Ibbetson, “Historical Research in Law” in Mark Tushnet & Peter Cane, eds, *The Oxford Handbook of Legal Studies* (Oxford University Press, 2005) 863

7 November: Legal History 2 – Approaches to Historiography

- Pages 324-52 of Valentina Vadi, “International Law and Its Histories:

Methodological Risks and Opportunities” (2017) 58:2 Harvard International Law Journal 311

○ H Timothy Lovelace Jr, “Critical Race Theory and The Political Uses of Legal History” in Markus D Dubber & Christopher Tomlins, eds, *The Oxford Handbook of Legal History* (Oxford University Press, 2018) 621

14 November: Discourse Analysis 1 – General Overview

○ Chapter 1 of Linda A Wood & Rolf O Kroger, *Doing Discourse Analysis: Methods for Studying Action in Talk and Text* (Sage, 2000) Chapter 3 of Kennet Lynggaard, *Discourse Analysis and European Union Politics* (Palgrave Macmillan, 2019) Mark Laffey & Jutta Weldes, “Methodological Reflections on Discourse Analysis” (2004) 2:1 Qualitative & Multi-Method Research 28

21 November: Discourse Analysis 2 – Critical Engagement with the Law

○ Chapter 1 of Charlotte Epstein, *The Power of Words in International Relations: Birth of an Anti-Whaling Discourse* (MIT Press, 2008)

○ Michael Meyer, “Between theory, method, and politics: positioning of the approaches to CDA” in Ruth Wodak & Michael Meyer, eds, *Methods of Critical Discourse Analysis* (Sage, 2001) 14

○ Jothie Rajah, “Legal discourse” in John Flowerdew & John E Richardson, eds, *The Routledge Handbook of Critical Discourse Studies* (Routledge, 2018) 480

28 November: Narratives and Storytelling as Methodology

○ Avi Brisman, “On Narrative and Green Cultural Criminology” (2016) 6:2 International Journal for Crime, Justice and Social Democracy 64

○ Val Napoleon & Hadley Friedland, “An Inside Job: Engaging with Indigenous Legal Traditions through Stories” (2016) 61:4 McGill Law Journal 725

5 December: Research and Activism, and Information Session on Research Opportunities at Carleton and Beyond

○ Michael D Giardina & Joshua I Newman, “The Politics of Research” in Patricia Leavy, ed, *The Oxford Handbook of Qualitative Research*, 2nd ed (Oxford University Press, 2020) 1125

Fall 2026 Sessional Dates and University Closures	
Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) for Fall courses.
September 30, 2026	Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.
October 12, 2026	Statutory holiday. University closed.
October 26-30, 2026	Fall break. No classes.
November 15, 2026	Last day for academic withdrawal from full and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.
December 11, 2026	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 9-10, 2026	No classes or examinations take place.
December 12-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 23, 2026	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.

STATEMENTS ON ACADEMIC INTEGRITY AND PLAGIARISM
(includes group work and substantially the same work submitted twice)

Students may not submit substantially the same work in this class as in other classes. They must also engage in group work actively and not claim authorship of work they did not in fact participate in creating.

Intellectual and academic integrity mean we must approach scholarly work with honesty, curiosity, care, and respect for the ideas of others. Students are expected to distinguish clearly between their own thinking and material drawn from other sources, to acknowledge the origins of ideas, arguments, evidence, and language through appropriate citation, and to represent their research process and findings accurately. Integrity also requires genuine intellectual engagement: asking questions, evaluating evidence critically, acknowledging uncertainty, and developing your own analysis rather than simply reproducing the work of others. The purpose of academic work is not merely to produce a polished answer, but to demonstrate the process of thinking, learning, researching, and forming reasoned conclusions. This expectation applies to all sources and tools used in completing coursework, including digital and generative AI tools.

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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a

violation has been committed. Penalties for violations may include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a 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](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

REQUESTS FOR 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).

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 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](#).