

Course Outline

COURSE:	LAWS 4106 A – Law and Violence
TERM:	Fall 2026
PREREQUISITES:	LAWS 2908 or PAPM 3000 and fourth year Honours standing.
CLASS:	Day & Time: Tuesdays, 11:35 a.m. to 2:25 p.m. Room: Please check Carleton Central for current Class Schedule (Seminar in person, on a weekly basis, please join Brightspace for announcements, Zoom Office, access to evaluations, course material, etc.)
INSTRUCTOR:	Associate Prof. Sébastien Malette
CONTACT:	Office Hrs: <i>By appointment, Zoom virtual Office (Brightspace page).</i> Telephone: 613-520-2600 x. 3681 Email: sebastien.malette@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/

CALENDAR COURSE DESCRIPTION

Examination of how law defines, justifies, and addresses individual, collective, and state violence: contemporary and historical case studies; theoretical inquiries into the relationship between law, legality and different forms of violence.

COURSE DESCRIPTION

Is there a paradox at the heart of the relationship between law and violence? Law appears to contain and regulate violence, yet it can also enable—and even embody—it. Violence is often framed as essential to the modern state's ability to guarantee order, maintain predictability, and uphold the rule of law. At the same time, legal systems and their justifications have been implicated in dispossessing, excluding, and targeting specific populations.

This course examines how legal systems and practices encounter, produce, and legitimize violence. We will explore the forms violence takes within, alongside, outside, and in the wake of law, and how narratives, norms, procedures, and resistance movements shape this dynamic. Through engagement with a wide range of theoretical texts and case studies, students will develop a nuanced understanding of how the law–violence relationship defines political

imagination and pervades everyday life. Particular emphasis will be placed on connecting theoretical understandings of law and violence with concrete doctrinal, historical, political, social, and institutional cases.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. **Critically analyze** how law defines, justifies, and addresses individual, collective, and state violence in both historical and contemporary contexts.
2. **Engage with key theoretical frameworks** and scholarly debates on the relationship between law, legality, and various forms of violence, with attention to normative, narrative, and worldview dimensions.
3. **Examine the normative dimension** of law by identifying the values, principles, and moral claims used to justify or condemn violence, and evaluating how these norms operate across legal systems and contexts.
4. **Interrogate the narrative dimension** of law by analyzing how legal discourse constructs stories about violence, authority, legitimacy, and justice, and how these narratives shape political imagination and social reality.
5. **Explore the worldview dimension** by assessing how cultural, historical, and philosophical perspectives influence understandings of law, violence, and justice — and how differing worldviews can lead to conflicting interpretations and applications of legal principles.
6. **Identify and assess** how legal systems and practices can both constrain and produce violence, including their role in processes of exclusion, dispossession, and social control.
7. **Synthesize case studies and theory** to evaluate real-world instances of legal violence and their broader political, social, and cultural implications.
8. **Develop and articulate original research arguments supported by rigorous legal scholarship and interdisciplinary perspectives**, integrating theoretical analysis of the relationship between law and violence with a concrete doctrinal, historical, political, social, or institutional case.
9. **Demonstrate advanced oral and written communication skills**, including the ability to lead scholarly discussion, formulate a viable research problem, present and defend developing research orally, and produce a well-researched scholarly paper in compliance with legal citation standards.
10. **Apply critical and comparative analysis** to examine how different theoretical understandings of law and violence operate across concrete legal, historical, political, and social contexts, and assess their implications for power, governance, resistance, and justice.

REQUIRED TEXTS

All required articles, book chapters, excerpts, and other course materials will be made available through ARES and/or the course Brightspace page.

Students are not required to purchase textbooks or other learning materials for this course.

Complete bibliographic references and assigned page ranges for all weekly readings are provided in the course schedule.

EVALUATION AND REQUIREMENTS

Standing in a Course

Final standing in this course is determined by the instructor, subject to the approval of the Department and the Faculty Dean. Grades submitted by the instructor may be revised; no grades are final until officially approved.

EVALUATION

The evaluation structure is designed to move progressively from **engagement with course readings**, to the **development of an independent research project**, to the **oral presentation and refinement of that project**, and finally to the completion of a substantial research paper.

Detailed instructions, grading criteria, rubrics, submission procedures, and additional requirements for **each evaluation component will be available on Brightspace**.

Evaluation	Weight	Grade	Due Date / Period
A. Seminar Participation and Reading Leadership	20%	/20	Throughout the term
B. Research Proposal and Detailed Outline	10%	/10	Tuesday, October 6, 2026, 5:00 p.m.
C. Research Project Presentation	30%	/30	October 13–December 1, 2026, according to assigned date
D. Final Research Paper	40%	/40	Tuesday, December 8, 2026, 5:00 p.m.
TOTAL	100%	/100	

A. Seminar Participation and Reading Leadership — 20% (/20)

This component evaluates students' regular preparation for, attendance at, and intellectual engagement in the seminar, together with their ability to lead discussion of assigned scholarly readings.

The 20% is divided as follows:

- **Attendance and preparedness — 5% (/5)**

- **Ongoing seminar participation — 5% (/5)**
- **Reading leadership — 10% (/10)**

Attendance and Preparedness — 5% (/5)

Attendance will be taken at each seminar.

Regular attendance is an integral part of this fourth-year seminar because a substantial portion of the learning occurs through sustained discussion of assigned readings, competing interpretations, theoretical problems, and the contributions of other students.

Students are expected to arrive having completed the assigned readings and prepared to discuss their principal arguments, concepts, and implications.

As a general guide:

- **5/5:** Consistent attendance and preparation throughout the term.
- **4/5:** One or two absences or occasional evidence of inadequate preparation.
- **3/5:** Several absences or recurring lack of preparation.
- **2/5 or below:** Frequent absence or substantial failure to prepare for seminar discussion.

Absences addressed through applicable academic consideration or accommodation procedures will be treated in accordance with University policy.

Ongoing Seminar Participation — 5% (/5)

Students are expected to contribute regularly and constructively to seminar discussions.

Participation is evaluated according to the **quality of intellectual engagement**, rather than simply the frequency with which a student speaks. Relevant contributions may include:

- analysis of assigned readings;
- identification of theoretical problems or tensions;
- connections between different authors or course themes;
- critical responses to arguments;
- engagement with questions raised by other students;
- application of course concepts to legal, historical, political, or social problems.

Reading Leadership — 10% (/10)

Each student will lead discussion of assigned readings on one occasion during the term.

The reading leadership will normally be approximately **10–15 minutes**.

Students will be expected to:

1. identify and summarize the central argument or arguments of the assigned reading(s);
2. explain significant concepts and theoretical positions;
3. provide a brief critical appraisal rather than merely summarize the material;
4. identify important tensions, limitations, implications, or connections with other course readings; and
5. provide **two discussion questions or prompts** designed to generate seminar discussion.

Reading leadership is a short scholarly seminar exercise and is distinct from the Research Project Presentation described below.

PowerPoint is not required for the reading leadership unless otherwise specified.

Detailed instructions and the grading criteria will be available on **Brightspace**.

B. Research Proposal and Detailed Outline — 10% (/10)

Due: Tuesday, October 6, 2026, at 5:00 p.m.

Submission: Brightspace

Students will submit a short research proposal and detailed preliminary outline for the project that will eventually form the basis of the Final Research Paper.

The proposal will normally include:

1. a clearly formulated research question;
2. a provisional thesis or central argument;
3. an explanation of the significance of the research problem;
4. identification of the principal theoretical or conceptual framework;
5. identification of the substantive case, problem, or additional dimension through which the relationship between law and violence will be examined;
6. a structured preliminary outline of the anticipated paper; and
7. approximately **5–7 relevant scholarly sources**.

The proposal should normally be approximately **2 pages**, excluding the bibliography.

Purpose and Learning Goals

This is a **developmental evaluation**. Its purpose is to ensure that students establish a viable intellectual and research foundation early enough in the term to benefit from feedback before completing the major stages of their research.

Students are expected to develop their ability to:

- formulate a focused and researchable problem;
- distinguish a research question from a broad topic;
- formulate a provisional thesis;
- identify an appropriate theoretical framework;
- connect the theoretical relationship between law and violence to a concrete area of investigation;
- identify relevant academic sources;
- develop a coherent preliminary research strategy.

Students are **not expected to have completed their research or finalized their thesis at this stage.**

Substantial revision following feedback is expected and encouraged.

The grade received on the proposal does **not** determine or limit the grade that may subsequently be earned on either the Research Project Presentation or the Final Research Paper.

Detailed instructions and the grading rubric will be available on **Brightspace**.

C. Research Project Presentation — 30% (/30)

Presentation period: October 13–December 1, 2026

Individual presentation dates: Assigned in advance and posted on Brightspace.

Normally, **four students will present during each designated seminar.**

There will be **no presentations on October 27, 2026, because of Fall Break.**

Format

Each Research Project Presentation is limited to a **maximum of 15 minutes.**

The 15-minute period includes:

- approximately **10–12 minutes for the presentation;** and
- approximately **3–5 minutes for questions and discussion.**

Students must remain within the allotted time.

Nature of the Assignment

The Research Project Presentation is **not a presentation of a completed final paper**.

Because presentations necessarily occur over several weeks, students will be at different stages of the research process when they present. Students presenting earlier in the term are therefore **not expected to demonstrate the same degree of research completion as students presenting later**.

Students will be evaluated on the intellectual quality, coherence, and development of the project **at the stage appropriate to their assigned presentation date**, rather than on whether the final research has been completed.

The presentation should explain the **architecture and current development of the research project**.

Students should address, as appropriate:

1. **Research Problem or Question**
What specific problem is being investigated?
2. **Significance**
Why does this problem matter for understanding the relationship between law and violence?
3. **Provisional Thesis or Argument**
What argument is currently being developed?
4. **Theoretical Framework**
How is the relationship between law and violence being conceptualized? What relevant ontological, epistemological, and methodological assumptions structure the analysis?
5. **Additional Dimension or Grounded Case**
What doctrinal, historical, empirical, political, social, institutional, or other substantive problem is being brought into relation with law and violence?
6. **Relevant Scholarship**
What significant authors, theoretical approaches, legal materials, or bodies of literature are informing the project?
7. **Preliminary Analysis**
What arguments, findings, tensions, contradictions, or patterns are beginning to emerge?
8. **Unresolved Problems**
What important questions, counterarguments, methodological difficulties, or limitations remain to be addressed?

Purpose and Learning Goals

The presentation is both **evaluative and developmental**.

Students will develop their ability to:

- clearly articulate a research problem;
- explain and defend a developing scholarly argument;
- demonstrate command of an appropriate theoretical framework;
- connect theoretical analysis to a grounded case;
- synthesize relevant scholarship;
- identify weaknesses, limitations, and counterarguments;
- communicate complex research orally;
- respond to questions and scholarly criticism;
- use feedback to strengthen subsequent research and writing.

Students may substantially modify their thesis, theoretical framework, organization, sources, case analysis, or conclusions following the presentation.

The grade received on the Research Project Presentation does **not determine or place a ceiling on the grade available for the Final Research Paper**.

Detailed instructions and the grading rubric will be available on **Brightspace**.

Presentation Schedule

Date	Presentations
October 13	Up to 4 students
October 20	Up to 4 students
October 27	No class — Fall Break
November 3	Up to 4 students
November 10	Up to 4 students
November 17	Up to 4 students
November 24	Up to 4 students
December 1	Up to 4 students

This schedule provides capacity for **up to 28 individual presentations** while limiting presentations to approximately one hour of each three-hour seminar.

D. Final Research Paper — 40% (/40)

Due: Tuesday, December 8, 2026, at 5:00 p.m.

Submission: Brightspace

Students will submit a research paper of approximately **3,500–4,000 words**, excluding footnotes/endnotes and bibliography.

The Final Research Paper is the principal independent research exercise in the course.

Choice of Topic

Students are free to develop a research topic reflecting their own intellectual interests, provided that the paper remains centrally and analytically concerned with the relationship between **law and violence**.

Students are therefore not assigned a single common research question.

Instead, each student must formulate an original research problem that introduces a substantive **third dimension** into the relationship between law and violence.

Possible areas include, but are not limited to:

- feminism;
- international law;
- Charter rights;
- criminal law;
- colonialism;
- Indigenous law;
- sovereignty;
- policing;
- war;
- genocide;
- resistance;
- state violence;
- constitutional law;
- historical legal problems;
- doctrinal cases;
- institutional or socio-legal problems.

The additional dimension must not replace the central analytical relationship between law and violence. Rather, it must provide the **site through which that relationship is investigated, tested, complicated, or developed**.

Theoretical Engagement

Every paper must demonstrate a sustained theoretical understanding of the relationship between law and violence.

Students should consider this relationship at three interconnected levels:

Ontological

How are **law** and **violence** being understood?

What is the nature of the relationship being proposed between them?

For example, does law restrain violence, monopolize it, authorize it, conceal it, produce it, transform it, or depend upon it?

Epistemological

How can the relationship between law and violence be known, interpreted, represented, or theorized?

What assumptions shape the way the problem is understood?

What forms of knowledge, discourse, narrative, or conceptual framework make particular forms of violence visible or invisible?

Methodological

How will the selected problem be investigated?

What analytical approach allows the student to connect the theoretical problem to the selected doctrinal, historical, empirical, political, or institutional material?

Grounded Analysis

The theoretical framework must be brought into sustained engagement with a concrete **empirical, doctrinal, historical, political, social, institutional, or other grounded case**.

The grounded component may involve, for example:

- judicial decisions;
- legislation;
- constitutional doctrine;
- historical events;
- political institutions;
- international conflicts;
- colonial legal practices;
- criminal justice institutions;
- social movements;
- legal controversies;
- particular forms of state or non-state violence.

The case must do more than provide an example of the theory.

Students should use it to **test, deepen, complicate, refine, challenge, or develop an argument concerning the relationship between law and violence**.

Purpose and Learning Goals

The Final Research Paper evaluates students' ability to:

- formulate a significant and manageable research problem;
- develop and defend an original scholarly argument;
- demonstrate advanced theoretical understanding of law and violence;
- conduct independent legal and interdisciplinary research;
- critically assess competing perspectives;
- integrate theoretical analysis with grounded evidence;
- connect abstract concepts to concrete legal, historical, political, or social materials;
- identify counterarguments and limitations;
- organize a sustained scholarly argument;
- communicate advanced research effectively in written form.

Evaluation Criteria

The Final Research Paper will be evaluated according to:

- clarity and significance of the research problem;
- sophistication and accuracy of the theoretical framework;
- understanding of the ontological, epistemological, and methodological dimensions of the problem;
- quality and depth of research;
- quality of the grounded case analysis;
- integration of theory and case;
- originality and strength of the argument;
- engagement with relevant counterarguments or limitations;
- organization and coherence;
- scholarly writing;
- appropriate citation and academic integrity.

Students are **not required to preserve the exact thesis, structure, sources, or conclusions presented in either the Research Proposal or the Research Project Presentation.**

The research sequence is intentionally developmental. Students are expected to revise their arguments in response to further research, instructor feedback, seminar discussion, and questions arising during the Research Project Presentation.

Detailed instructions, submission requirements, and the final grading rubric will be available on **Brightspace**.

Research Development Timeline

The major research components follow the sequence below:

September 15 — Final Research Paper introduced and expectations explained.

September 15–October 6 — Topic identification, preliminary research, formulation of research question, theoretical framework, and case selection.

October 6 — Research Proposal and Detailed Outline due.

October 13–December 1 — Research Project Presentations, normally four students per seminar.

October 27 — No class or presentations because of Fall Break.

December 8 — Final Research Paper due.

This structure ensures that the proposal precedes all research presentations while allowing students to continue researching and substantially revising their projects throughout the term.

Important: All components of the course must be successfully completed in order to receive a passing grade. Students who cannot attend on-campus assessments in person may apply to write their exams remotely, if they meet certain criteria. More information for instructors and students is available at <https://carleton.ca/ses/distance-exams/>. Assessments may occur on campus outside of regular class time (which can include Friday evening, Saturday or Sunday).

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Paper: Marks will be deducted for failure to submit the paper on time on Brightspace - at the rate of 5 % per day late, including weekends.

Orals: Oral presentations need to be done on the selected date by the student. Failure to do so without proper justification will result in receiving a failing grade.

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 short-term extensions, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link:

<https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

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.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The purpose of the written and oral evaluations in this course is to assess students' own capacity to read, interpret, research, formulate arguments, engage critically with theoretical materials, and communicate original scholarly analysis. The use of generative artificial intelligence must therefore remain limited to forms of assistance that do not replace these core intellectual activities.

Permitted Uses

Students may use generative AI tools in limited ways, including:

- generating preliminary ideas or possible directions at the early stages of research;
- identifying keywords, concepts, or search terms that may assist with subsequent independent research;
- assisting with proofreading for grammar, spelling, or stylistic clarity after the substantive work has been written by the student;
- helping identify questions that the student may independently investigate using appropriate scholarly and legal sources.

AI-generated information must not be treated as authoritative research. Students remain responsible for locating, reading, evaluating, and citing the original scholarly, legal, historical, or other sources on which their work relies.

Prohibited Uses

Students may not use generative AI to:

- generate all or substantial portions of an assignment;
- formulate the central thesis or argument on the student's behalf;
- construct the substantive organization or analytical structure of the Research Proposal, Research Project Presentation, or Final Research Paper;
- produce theoretical analysis that the student presents as their own;
- summarize assigned readings in place of reading and analyzing them;

- generate oral presentation content that the student has not independently developed and understood;
- fabricate, invent, or substitute citations, cases, quotations, sources, or factual claims.

The central intellectual work submitted for evaluation must be the student's own.

Documentation and Disclosure

Any substantive use of generative AI in preparing evaluated work must be clearly disclosed.

Where AI has been used, students must identify:

1. the AI tool used;
2. the purpose for which it was used;
3. the relevant prompts or instructions provided to the tool; and
4. how the resulting material was used, modified, verified, or rejected.

Specific documentation requirements will be provided with the relevant assignment instructions on Brightspace.

Responsibility for Accuracy

Students are fully responsible for the accuracy, originality, citations, legal authorities, factual claims, and scholarly integrity of all submitted work, regardless of whether generative AI was used during its preparation.

AI-generated material may contain inaccurate information, invented sources, false quotations, incorrect legal propositions, or misleading interpretations. Reliance on AI does not excuse academic-integrity violations or factual errors.

As understanding of generative AI and its relationship to academic work continues to evolve, students must discuss any proposed use of AI not expressly addressed in this policy with the instructor before using it in evaluated work.

Detailed AI requirements applicable to individual evaluations will be available on Brightspace.

POLICY ON CLASSROOM RECORDING

Audio, video, photographic, or other recording of classroom activities is **not permitted without the prior authorization of the instructor**.

This policy applies to lectures, seminar discussions, student presentations, classroom conversations, and any other course-related activities taking place during scheduled class time.

The restriction is intended to protect the privacy of students, preserve an environment in which participants can engage openly in scholarly discussion, and prevent the unauthorized circulation of course materials or the contributions of other members of the class.

Students who require recording as part of an approved academic accommodation should follow the procedures established through the Paul Menton Centre and inform the instructor as required.

Any recording authorized for accommodation or another approved purpose is for the student's personal academic use only and may not be shared, posted, distributed, reproduced, or made available to others without explicit authorization.

Course materials, including slides, handouts, presentation materials, recordings, and other instructional content provided by the instructor or students, remain subject to applicable copyright, privacy, and academic integrity requirements.

Detailed instructions concerning any authorized recording will be communicated through Brightspace where applicable.

SCHEDULE

Week 1 — September 15, 2026

Introduction: Law, Violence, and the Problem of Violence

Course introduction, syllabus overview, evaluation structure, research expectations, and introduction to the central theoretical problems of the course.

Readings:

- Mourlet, Michel. "In Defense of Violence." In *Stardom: Industry of Desire*, edited by Christine Gledhill and Paul J. Cloke. Psychology Press, 1991.
- Gabbatiss, Josh. "Is Violence Embedded in Our DNA?" *Sapiens*, July 22, 2017.

Research Development: Introduction to the Final Research Paper and discussion of possible research problems.

Week 2 — September 22, 2026

Law and Violence: Situating the Academic Debate

Readings:

- Bobbio, Norberto. "Law and Force." *The Monist* 49, no. 3 (1965): 321–341.
- Cover, Robert M. "Foreword: Nomos and Narrative." *Harvard Law Review* 97 (1983): 4–68.
- Menke, Christoph. "Lead Essay." In *Law and Violence: Christoph Menke in Dialogue*, edited by Christoph Menke and Alessandro Ferrara. Manchester University Press, 2018. [Assigned page range to be confirmed from ARES.]

Reading Leadership begins.

Research Development: From broad topic to researchable problem.

Week 3 — September 29, 2026

Narrative, Law, and Violence

Readings:

- Vlastos, Gregory. "Equality and Justice in Early Greek Cosmologies." *Classical Philology* 42, no. 3 (1947): 156–178.
- David, Joseph E. "The One Who Is More Violent Prevails—Law and Violence from a Talmudic Legal Perspective." *Canadian Journal of Law & Jurisprudence* 19, no. 2 (2006): 385–406.
- Friedland, Hadley Louise. "The Wetiko as a Legal Concept or Category." In *The Wetiko Legal Principles: Cree and Anishinabek Responses to Violence and Victimization*. University of Toronto Press, 2020. [Assigned page range to be confirmed from ARES.]

Research Development: Research question, provisional thesis, and identification of the "third dimension."

Week 4 — October 6, 2026

Normativity, Law, and Violence

Readings:

- Gordon, Robert. "New Developments in Legal Theory." In *The Politics of Law: A Progressive Critique* (1990): 413–425.
- Derrida, Jacques. "Force of Law: The 'Mystical Foundation of Authority.'" In *Deconstruction and the Possibility of Justice*, edited by Drucilla Cornell, Michel Rosenfeld, and David Gray Carlson. Routledge, 2016. [Assigned page range to be confirmed from ARES.]
- Loughlin, Martin. "Nomos." In *Law, Liberty and State: Oakeshott, Hayek and Schmitt on the Rule of Law*, edited by David Dyzenhaus and Thomas Poole. Cambridge University Press, 2015: 65–95.

Evaluation:

Research Proposal and Detailed Outline due at 5:00 p.m. — 10% (/10).

Week 5 — October 13, 2026

Procedure, Law, and Violence**Readings:**

- Luhmann, Niklas. "Law as a Social System." *Northwestern University Law Review* 83 (1988): 136–150 [assigned range to be confirmed].
- Přibáň, Jiří. "Beyond Procedural Legitimation: Legality and Its 'Infictions.'" *Journal of Law and Society* 24, no. 3 (1997): 331–349.
- Martel, James. "The Law of Rules: Hyperlegalism, Emergency and the Violence of Procedure." *Law, Culture and the Humanities* 17, no. 1 (2021): 53–70.

Research Project Presentations: Up to 4 students.

Week 6 — October 20, 2026

Economy, Law, and Violence: A Marxist Perspective**Readings:**

- Lukács, Georg. "Legality and Illegality." In *History and Class Consciousness: Studies in Marxist Dialectics*. Merlin Press, 1967. [Assigned page range to be confirmed from ARES.]
- Hunt, Alan. "Law, State and Class Struggle." *Marxism Today* 20, no. 6 (1976): 178–187.
- Nguyen, Duy Lap. "On the Suspension of Law and the Total Transformation of Labour: Reflections on the Philosophy of History in Walter Benjamin's 'Critique of Violence.'" *Thesis Eleven* 130, no. 1 (2015): 96–116.

Research Project Presentations: Up to 4 students.

October 27, 2026

NO CLASS — FALL BREAK

No classes, presentations, assignments, or evaluations.

Week 7 — November 3, 2026

State, Law, and Violence

Readings:

- Mensch, James R. "Violence and Existence: An Examination of Carl Schmitt's Philosophy." *Continental Philosophy Review* 50, no. 2 (2017): 249–268.
- Rae, Gavin. "Divinity within the Law: Schmitt on the Violence of Sovereignty." In *Critiquing Sovereign Violence: Law, Biopolitics and Bio-Juridicalism*. Edinburgh University Press, 2019: 46–66.
- Müller, Jan-Werner. "What, If Anything, Is Wrong with Hayek's Model Constitution?" In *Law, Liberty and State: Oakeshott, Hayek and Schmitt on the Rule of Law*, edited by David Dyzenhaus and Thomas Poole. Cambridge University Press, 2015. [Assigned page range to be confirmed from ARES.]

Research Project Presentations: Up to 4 students.

Week 8 — November 10, 2026

Governmentality, Law, and Violence

Readings:

- Foucault, Michel. "Truth and Juridical Forms." *Social Identities* 2, no. 3 (1996): 327–342.
- Oksala, Johanna. "Violence and Neoliberal Governmentality." *Constellations* 18, no. 3 (2011): 474–486.
- Emerson, R. Guy. "Critique of Biopolitical Violence." *Critical Studies on Security* 10, no. 1 (2022): 3–15.

Research Project Presentations: Up to 4 students.

Week 9 — November 17, 2026

Colonialism, Law, and Violence

Readings:

- Anghie, Antony. "Finding the Peripheries: Colonialism in Nineteenth-Century International Law." In *Imperialism, Sovereignty and the Making of International Law*. Cambridge University Press, 2007: 32–114.
- Smith, Andrea. "The Moral Limits of the Law: Settler Colonialism and the Anti-Violence Movement." *Settler Colonial Studies* 2, no. 2 (2012): 69–88.
- Borrows, John. "Challenging Historical Frameworks: Aboriginal Rights, the Trickster, and Originalism." *Canadian Historical Review* 98, no. 1 (2017): 114–135.

Research Project Presentations: Up to 4 students.

Week 10 — November 24, 2026

Genocide, Law, and Violence

Readings:

- Karpiński, Franziska, and Elysia Ruvinsky. "Sexual Violence in the Nazi Genocide: Gender, Law, and Ideology." In *Genocide: New Perspectives on its Causes, Courses and Consequences*, edited by Uğur Ümit Üngör. Amsterdam University Press, 2016: 149–174.
- Ertür, Başak. "Law of Denial." *Law and Critique* 30, no. 1 (2019): 1–20.
- Alexander, Amanda. "The Ethics of Violence: Recent Literature on the Creation of the Contemporary Regime of Law and War." *Journal of Genocide Research* (2021): 1–17.

Research Project Presentations: Up to 4 students.

Week 11 — December 1, 2026

Alternatives, Resistance, and Action

Readings:

- Sarat, Austin, and Thomas R. Kearns. "Making Peace with Violence: Robert Cover on Law and Legal Theory." In *Law, Violence, and the Possibility of Justice*, edited by Austin Sarat. Princeton University Press, 2001: 49–84.
- Bedau, Hugh Allan. "Punitive Justice and Its Alternatives." In *Justice, Law, and Violence*, edited by James B. Brady and Newton Garver. Temple University Press, 1991. [Assigned page range to be confirmed from ARES.]
- Curkpatrick, Stephen. "Mandela's 'Force of Law.'" *Sophia* 41, no. 2 (2002): 63–72.

Research Project Presentations: Up to 4 students.

Final scheduled Research Project Presentations.

Week 12 — December 8, 2026

Integration, Review, and Research Conclusions

No new readings.

Synthesis of the major theoretical problems addressed throughout the course, including:

- law and force;
- narrative;
- normativity;
- procedure;
- political economy;
- sovereignty;
- governmentality;
- colonialism;
- genocide;
- resistance.

Discussion of connections between course theory and students' final research projects.

Evaluation: Final Research Paper due at 5:00 p.m. — 40% (/40).

Fall 2026 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter 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.

POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK

Submitting Substantially the Same Piece of Work

Students may not submit substantially the same piece of work, in whole or in significant part, that has previously been submitted for academic credit in another course or assignment unless they have received **prior permission from the instructor**.

Where limited use of previously submitted work is authorized, students must clearly identify and properly cite the earlier work and explain the extent to which it has been incorporated into the current submission.

For the purposes of this course, work will normally be considered “substantially the same” where its principal argument, analytical structure, significant portions of written expression, or central research content substantially reproduce work previously submitted for academic credit.

The evaluations in LAWS 4106A are intended to assess the development of new research and analysis undertaken for this course. Students who believe that previous work may overlap with a proposed research project should consult the instructor before submitting the Research Proposal and Detailed Outline.

Detailed expectations concerning the reuse of previous work will be available on Brightspace.

Group or Collaborative Work

Unless explicitly authorized by the instructor, all evaluated work in this course must be completed **independently**.

Students are encouraged to discuss course readings, theoretical problems, research interests, and general ideas with classmates as part of normal seminar participation and scholarly exchange. Students may also receive general feedback from peers concerning the clarity of a research question or oral presentation.

However, collaboration must not extend to:

- jointly developing the substantive argument of an individual assignment;
- writing or substantially rewriting another student's work;
- preparing another student's Research Proposal, Research Project Presentation, or Final Research Paper;
- sharing written work for the purpose of copying or reproducing substantial portions of another student's analysis;

- dividing the research or writing responsibilities for an assignment designated as individual work.

Each student remains responsible for the originality, research, analysis, writing, and oral presentation of their own evaluated work.

Any collaborative activity specifically permitted for a particular evaluation will be clearly identified in the assignment instructions available on Brightspace.

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).

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

Pregnancy Obligation 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](#).