

COURSE: LAWS 3308 A – Punishment and the Law
TERM: Fall 2026
PREREQUISITES: LAWS 2301 and 0.5 credit in LAWS at the 2000 level
CLASS: **Day and** Monday
Time: 11:35 am – 2:25 pm
Location: Check Carleton Central
INSTRUCTOR: Taryn Hepburn, M.A.
(CONTRACT)
TEACHING
ASSISSTANT:

CONTACT: **Office:** Virtual - Zoom
Office Hours: By appointment
Email: tarynhepburn@cunet.carleton.ca
BRIGHTSPACE: <https://brightspace.carleton.ca/d2l/home/450766>

CALENDAR COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a sociolegal perspective. Rationalizations and justifications for punishment are considered. Different forms of punishment and control within the law will be examined as well as different theoretical perspectives of punishment.

COURSE DESCRIPTION

A great deal of legal theory is devoted to justifying punishment, particularly reconciling the use of coercion with liberal commitments to the idea of individual freedom and autonomy. We use legal rationalities – which often depend on liberal notions of individual agency and responsibility – to articulate limits on the power to punish; however, on closer examination we see that punishment is shaped not only by these rationalities but by a wide range of historical, institutional, cultural and economic forces. This course will focus on state punishment in the criminal justice context. We will examine traditional theories that provide justification for punishment and contemporary sentencing practices, and the extent to which their claims can be maintained in light of some of the social forces affecting punishment and policy. We will also consider the intersection between punishment, therapy, rehabilitation and reconciliation, the alternatives of decriminalization, and the penal abolitionist movement.

Our discussions will be centered around three questions:

1. Why do we punish?
2. Does punishment work? And *how* does it work?

Carleton University
Fall 2026 - Department of Law and Legal Studies

3. Is punishment the best option?

LEARNING OUTCOMES

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

1. Identify forms of punishment
2. Judge the appropriateness of the punishment and provide a rationale for the appropriateness
3. Synthesize and articulate the core of discussed critical theories
4. Construct an argument about punishment that relies on evidence
5. Lead a group of peers through the content and discussion questions

REQUIRED TEXTS

Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. 2nd Vintage Books ed. New York: Vintage Books. [\$25.99 – Indigo]

Turow, Scott. 2004. *Ultimate Punishment: A Lawyer's Reflections on Dealing with the Death Penalty*. New York: Picador. [\$20.50 – Indigo]

The Foucault text is available at the Carleton bookstore or Indigo, while the Turow text is only available from Indigo or other off-campus booksellers. Hard copies or e-books are equally acceptable. All other required readings will be shared on Brightspace and available online through MacOdrum Library.

*Note: Page numbers for Foucault (1995) will be provided based on this edition, but any edition is welcome, so chapter titles will also be provided.

These readings will also be made available through the course ARES. ARES limits the number of simultaneous users of these texts, so plan accordingly.

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.

This course is addressed in two parts (A and B). Part A covers classes 2-6 (Sept 14 – Nov 2) and Part B covers classes 7-12 (Nov 9 – Dec 11).

The final course mark will be based on:

Assignment:	Total percent of final grade:	Due Date:

Carleton University
Fall 2026 - Department of Law and Legal Studies

Small Group Presentation	20%	Sign-up sheet can be found on Brightspace. Presentations are given during class for which the reading is assigned (Mondays, 11:35 a.m.). This class must not be the same week as your reflection post.
Reflection Post and Questions	15%	Sign-up sheet can be found on Brightspace. Submissions are due by the start of class for which the reading is assigned (Mondays, 11:35 a.m.). This class must not be in the same week as your presentation.
Discussion Response	10%	Post 1: Nov 2, 11:55 p.m. (Part A) Post 2: Dec 11, 11:55 p.m. (Part B)
Participation	10%	Assessed weekly, cumulated after final lecture (Dec 11, 2:25 p.m.).
Podcast Outline	15%	Oct 23, 11:55 p.m.
Podcast Episode	30%	TBA

Rubrics for all assignments can be found on Brightspace.

Small group presentations (20%):

There will be presentations each class starting the second class. Students are asked to sign up for a class of their choosing. Groups of 5 max. will be determined by sign-up. **This class must not be the same week as the reflection post.** Presentations are expected to include 20-25 mins of content discussion and 15-20 mins of substantive discussion with the class. and to introduce and discuss the reading for that class. In classes for which there is more than one reading, groups may select one reading to focus on. Visual components (i.e., video, powerpoint, etc.) are encouraged, but not required. There is no particular structure or order a presentation must follow, but it does need to be organized well and flow well. Presentations are expected to be a team effort and work can be divided up as works best for the group – for example, if you are not comfortable presenting in front of the class, consider taking on research and development of the presentation content. This kind of division can be noted in the feedback forms.

It is recommended that the presentation cover *at least* these points, though more depth is always beneficial:

- **A brief summary of the reading.** Being concise is good here – the goal is to provide enough information that everything you want to discuss makes sense, but that you leave the majority of your time for your analysis.
- **Key points.** Try to identify a few (1-3) takeaway points from the article. Think: if I only had 3 sentences to teach someone the most important thing I learned from this article, what would it be?
- **The goal of the reading.** What was the reading trying to convey? Did it do that?
- **Tricky points.** Were there any spots that caught you up or that seemed wrong? Did something particularly challenge you or your beliefs? Why was this spot tricky?
- **Critiques.** Try to identify one or two points you would push back on or don't agree with. Keep in mind that you need to conceptualize and give the reasoning for your pushback (e.g., give evidence). This section might be a good spot to bring in an outside source,

Carleton University
Fall 2026 - Department of Law and Legal Studies

though outside sources are not required. If you do use any outside sources, make sure they are academic and that they are cited.

- **Questions.** Did any questions arise for you as you were reading?

Presenters are expected to include in their presentations at least three substantive discussion questions that they can lead the class through as part of their presentation. These questions can occur whenever presenters feel they are best included (beginning, middle, or end) but they should make sense where they are included. Presenters are encouraged to attempt to answer their own discussion questions.

Evaluation for the presentations will have both a shared component marked by the instructor (15 points) for the overall presentation and an individual component (5 points). The individual component will be assessed by confidential peer- and self-assessments submitted by each member of the group. The confidential assessment will assist in determining a final grade up to a max of 20 points.

Each student will be asked to submit feedback on their presentation by the end of the next day (Tuesday, 11:55 pm) after their presentation. Feedback forms can be found on Brightspace and can be submitted in the Brightspace Small Group Presentation portal. **NOTE:** I will not release your mark if you do not post your feedback form. If I do not receive your feedback form by the end of term, your presentation mark will not include the self- and peer evaluation component.

If there are issues during the preparation of the presentation, please contact the instructor as soon as possible so arrangements can be made. Please contact the instructor as soon as possible about any problems presenting, so alternative arrangements can be made.

Reflection Post and Question (15%):

Students are asked to sign up for a class in the first or second half of the course (Part A or B) in which they post a critical reflection and discussion question to the class discussion forum. **This class must not be for the same class students sign up to present.**

Each post should include:

- 300–350-word critical reflection on a reading from the class.
- At least two critical discussion questions.

The goal of this post is to engage with the reading and to invite your colleagues to dig into the content with you. The discussion post should focus on thoughts and questions about the readings that can lead other students into an insightful conversation. **This should not be a summary.** The discussion is intended to consider something insightful, critical, or thoughtful about a reading. The goal is to ask things that generate conversation on the forum. Discussion questions can dig into specific content from a reading, apply the content to real life situations, consider implications of something they read, examine how the class's/course's readings relate to one another, etc. The poster is **not** expected to know everything there is to know about the reading, so things they might want to discuss or bring up are things they found tricky or challenging about the reading themselves.

Discussion Response (10%):

Twice during the course (due Nov 2 and Dec 11 respectively), students are asked to respond to a Reflection Post and Question posted on the class discussion forum. You are free to respond to any of the reflections posted in the relevant part of the course – this means that the post due May 23 can be in response to **ANY** reflection published in **Part A** of the course and the post due June 13 can be in response to **ANY** reflection published in **Part B** of the course. Each response is worth 5% for a cumulative 10% of your final grade.

These responses should be substantive reflections on the content of the reading and a deep engagement with the question posed by the original poster.

Participation (10%):

Participation is not attendance. Your participation will be evaluated over the term for things like coming to class prepared, participating in small groups, engaging in discussion, and asking questions over the course. This is not the extent of participation: if you are more comfortable with one on one, you are welcome to email me reflections, chat with me in office hours, or any other way of demonstrating your engagement with the material. Participating in the Brightspace components of the course (like commenting on others' podcast outlines and engaging in extra discussion responses) will also be considered towards participation for those who find that a more comfortable way to engage.

A portion of the evaluation of your participation will be exit tickets. These will be questions or thoughts posted at the end of each class that you will be asked to respond to at the end of each class. Your response is not marked for quality or correctness – it is a pulse check and an opportunity to engage.

If there is a reason you need to miss class, please contact the instructor to arrange for alternative ways to demonstrate your engagement. **NOTE:** Lectures will be recorded, but recordings will not be posted on Brightspace. I am happy to share them, no questions asked, but students must contact me directly for access to recordings. Recordings will NOT include student presentations.

Podcast Outline (15%):

Students are asked to submit a 500-word discussion post on the Podcast Outline discussion forum on Brightspace, providing a short outline of their proposed podcast episode. The goal of the podcast episode is to put the topic from two different topics from the course into conversation with one another using a tangible example of criminal punishment as a case study. This tangible example/case study should have some tangible evidence of its occurrence – think: news article, legal case, NGO/activist report, video game, or textual account. The podcast episode should explain the rationale of the criminal punishment to a general audience. The outline post should identify and roughly summarize which two topics students intend to use along with their case study. Consider choosing different classes from the presentation and the discussion lead – the goal is to represent your breadth of knowledge. These short outlines and the classes they identify do not have to determine the content of your final assignment. Students are welcome to adjust their approach (e.g. the classes they put into conversation or select a different case study) as the course progresses. The goal of this post is to provide

Carleton University
Fall 2026 - Department of Law and Legal Studies

some feedback and direction. More information about the final assignment can be found below – it is recommended that students review it for more context.

Students may work solo or in pairs for the podcast episode. In the case that students opt to work in pairs, please additionally include a breakdown of responsibilities in the outline post. This breakdown will not be counted toward the 500-word limit.

The outline in the post should include:

- **Topics.** You should identify the topics from the two classes you are putting together and explain how these classes are helpful to you.
- **Case Study.** What example of punishment are you using? Why did you pick this example? Where did you find it? This punishment can come from current events, history, fiction, etc., but make sure the context needed to understand the punishment is given.
- **A research question.** What are you trying to find out? Hint: A research question should end in a question mark. This question should guide how you structure your episode – satisfy your audience with an answer.
- **A hypothesis.** What do you expect to find? Think of this as a preliminary answer to your research question, what you expect to occur *before* you have done the research. Allow space for this hypothesis to be disproven.
- **Context.** Provide some context about your question. Why are you interested in it? What is important about asking this particular question? What would an intelligent non-expert need to know in order to understand your research question?
- **Data.** This section can be flexible but try to consider what kinds of information you will need to answer your question. Your non-academic source might help with this section. Be specific about where and how you will access this information (i.e., if you are using StatsCan, include that information and which tables or reports you expect to be most useful). This course does not have class-based ethics clearance, so interviews or other data collection from human sources are not permitted. NOTE: a videogame, novel, etc., counts as a data source – it is what you are analyzing.
- **Proposed sources.** Please include at least 2 academic sources and 1 non-academic source you expect to use in your final paper and a short explanation of *why* you have selected them. The academic sources must be peer reviewed sources from academic journals and books; these *should not* be sources from the syllabus. The non-academic source can include things like news articles, blog posts, poems, videos, non-academic books (including fiction). The non-academic source should add to your understanding – keep a critical eye out to make sure it is reputable. While the sources should be briefly named (think: in-text citation) in your explanation, a full bibliography citation should be included at the end of the post. The bibliography citation will not count towards your word count. NOTE: Case law/jurisprudence and government reports are NOT academic sources, though they make very reputable non-academic sources.

For a bonus 2 percent (up to 100%) on this assignment, students are welcome to post useful feedback to each other's projects.

Podcast Episode (30%):

For this assignment, students are asked to record an up to 20-min podcast episode that places the topics of two classes from the course into conversation with a case study to explain how punishment works to a general audience. The recording should be submitted to Brightspace along with a 1-2-page reflection paper. Course materials should be used – especially those from relevant classes – alongside at least 3 external sources (2 academic and 1 non-academic, described above in the Discussion Post instructions). The goal of this podcast episode is to critically analyze criminal punishment topics and theory to demonstrate both your understanding and your own ideas and thoughts.

The episode should follow a logical structure that brings their audience along with the speaker(s). Using Carleton facilities or their own devices (i.e., cellphone or laptop), over the course of the term, students should aim to create a polished podcast episode – students should consider details like music, sound effects, sound clips, and voice tone. Guidance will be provided in class on podcast production and recording studios can be booked through: <https://carleton.ca/tls/creation-suites/>. Additionally, please see the example episodes on Brightspace for structure recommendations.

In addition to the recorded episode, students are asked to submit a 1-2-page reflection on the process of developing their episode. Consider: were some things particularly easy or difficult? Did you have any epiphany moments in the development of the podcast? What might you change if you were to make this episode from scratch again? What should I, as the instructor, consider for future classes in making a podcast? The bibliography for the podcast should be included at the end of the reflection.

Students may work solo or in pairs for this podcast recording. Student pairs are asked to BOTH submit the episode and reflection paper individually. The reflection component must be completed solo.

Podcast Technical Details:

- Up to 30 mins in length
- Provided in a standard audio format (i.e., mp4)
- Uses music, sound effects, and audio clips that are legally compliant with copyright

Reflection Technical Details:

- 1-2 pages in length, not including bibliography or title page
- Typed and double spaced
- Arial or Calibri, size 11, or Times New Roman, size 12 font
- 1 in. borders (standard borders)
- Include page numbers
- Students are welcome to choose any citation style they are comfortable with, but please indicate the style at the beginning of the bibliography.
- 3 external sources: 2 academic and 1 non-academic, as described above in the Discussion Post instructions

Some general notes for this assignment:

Carleton University
Fall 2026 - Department of Law and Legal Studies

- While students are not required (or expected) to do exactly as they say they will do in their outline, it is recommended that they keep the feedback they receive on their discussion posts in mind as they develop their episode.
- If your hypothesis is disproven or your answer to your research question becomes more complicated or messy than you expected, that is a really valuable thing to discuss in your discussion.
- Make sure your listeners can follow you – aim for approachable and engaging in your speaking while being well organized and flowing in your structure. Remember that you are supposed to be speaking to a general audience about how punishment works.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Grace days: This course has 3 grace days over the term. Students are welcome to use up to 3 days of leeway to submit their assignments without penalty. Please indicate in the submission comment box on Brightspace that you are using grace days. **Grace days do not apply to participation or group presentations**, though they may be used for submitting presentation feedback.

Late penalties: For submitted assignments that are submitted past the scheduled due date a late penalty of 3% per day will be applied. If a student is unable to be present for their presentation, please let the instructor know as soon as possible so alternative arrangements can be made on a case-by-case basis (i.e., arrange a different class or submit a short video presentation individually).

Aside from using your 3 grace days, extensions may be granted by the instructor *only*. Please contact the instructor via email with relevant information. It is recommended that students contact the instructor as far in advance as possible, so arrangements can be made in advance of the deadline. If students have not made arrangements prior to the deadline, no extension will be applied, so plan accordingly.

SCHEDULE

Class 1 Sept 14, 2026	Topic:	Course Introduction, overview, and assignments	Location:
	Reading:	Course Syllabus	Brightspace
Part A			
Class 2 Sept 21, 2026	Topic:	What is punishment?	Location:
	Reading:	Simon, Jonathan. 2007. <i>Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear</i> . Cary, UNITED STATES: Oxford University Press, Incorporated. http://ebookcentral.proquest.com/lib/oculcarleton-	ARES

Carleton University
Fall 2026 - Department of Law and Legal Studies

		ebooks/detail.action?docID=415389 . Pp. 3-32 (Introduction and first chapter)	
		Brown, Michelle. 2009. <i>The Culture of Punishment: Prison, Society, and Spectacle</i> . New York, UNITED STATES: New York University Press. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=865527 . Pp. 21-49	ARES
Class 3 Sept 28, 2026	Topic:	What does punishment look like?	Location:
	Reading:	Foucault, Discipline and Punish Pt 2, "Punishment." Pp. 73-134	Required text
		** Note: Presenters for this class are welcome to opt to present section 1 OR section 2 if they would like	
Class 4 Oct 5, 2026	Topic:	Why do we punish? Retribution and Utilitarianism	Location:
	Reading:	Duff, R. A. 2000. <i>Punishment, Communication, and Community</i> . Cary, UNITED STATES: Oxford University Press, Incorporated. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=430801 . Pp. 3 -29	ARES
		Lacey, Nicola. 1994. <i>State Punishment: Political Principles and Community Values</i> . London, UNITED STATES: Taylor & Francis Group. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=179883 . Pp. 16-27	ARES
Oct 12 – Holiday, No class			
Class 5 Oct 19, 2026	Topic:	Why do we punish? Deterrence and Rational Hedonism	Location:
	Reading:	Cooper, Robert Alan. 1981. "Jeremy Bentham, Elizabeth Fry, and English Prison Reform." <i>Journal of the History of Ideas</i> 42 (4): 675–90. https://doi.org/10.2307/2709127 .	ARES
		Beccaria, Cesare, and Voltaire Voltaire. 1764. <i>An Essay on Crimes and Punishments</i> . Albany, N.Y.: W.C. Little and Company. Pp. 11-35	ARES
	Optional reading:	Harcourt, Bernard E. 2013. "Beccaria's 'On Crimes and Punishments': A Mirror on the History of the Foundations of Modern Criminal Law." Coase-Sandor Institute for Law & Economics Working Paper, Chicago Unbound, 648: 28.	ARES
Oct 26 – Fall Break, No class			

Class 6 Nov 2, 2026	Topic:	Why do we punish? (Self)-Regulation	
	Reading:	Foucault, Discipline and Punish Pt 3.1 and 3.2 “Docile Bodies” and “The Means of Correct Training.” Pp. 135-184	Required text
		Foucault, Michel. 1990. <i>The History of Sexuality</i> . Vintage Books ed. New York: Vintage Books. Part 4: The Deployment of Sexuality (pp. 75 – 132)	ARES
Part B			
Class 7 Nov 9, 2026	Topic:	Why do we punish? Rehabilitation	
	Reading:	Hannah-Moffat, Kelly. 2005. “Criminogenic Needs and the Transformative Risk Subject: Hybridizations of Risk/Need in Penalty.” <i>Punishment & Society</i> 7 (1): 29–51. https://doi.org/10.1177/1462474505048132 .	ARES
		Kilty, Jennifer M. 2012. “It’s like They Don’t Want You to Get Better’: Psy Control of Women in the Carceral Context.” <i>Feminism & Psychology</i> 22 (2): 162–82. https://doi.org/10.1177/0959353512439188 .	ARES
Class 8 Nov 16, 2026	Topic:	What does punishment do? Carceral Realities	
	Reading:	Kerr, Lisa. 2017. “Sentencing Ashley Smith: How Prison Conditions Relate to the Aims of Punishment.” <i>Canadian Journal of Law and Society / La Revue Canadienne Droit et Société</i> 32 (2): 187–207. https://doi.org/10.1017/cls.2017.14 .	ARES
		Turow, Scott. 2004. <i>Ultimate Punishment: A Lawyer’s Reflections on Dealing with the Death Penalty</i> . New York: Picador.	Required text
Class 9 Nov 23, 2026	Topic:	What does punishment feel like? Treatment of the body and soul	
	Reading:	Pate, Kim. n.d. “Solitary by Another Name Is Just as Cruel: Senator Pate.” SenCanada. Accessed August 31, 2022. https://sencanada.ca/en/sencaplus/opinion/solitary-by-another-name-is-just-as-cruel-senator-pate/ .	ARES
		Hartman, Kenneth. (2009). “The Other Death Penalty.” In <i>Journal of Prisoners on Prisons</i> 18 (1/2). http://www.jpp.org/back_issues.html pp. 35-38	ARES

Carleton University
Fall 2026 - Department of Law and Legal Studies

		Anonymous. (2009). "Dear Sanity." In Journal of Prisoners on Prisons 18 (1/2). http://www.jpp.org/back_issues.html p. 71	ARES
		**Note: If the Journal of Prisoners on Prisons readings are chosen, the presenters are asked to present both .	
Class 10 Nov 30, 2026	Topic:	What role does state punishment serve? Prison as Industry	
	Reading:	Davis, Angela. 2000. "Masked Racism: Reflections on the Prison Industrial Complex; and Introduction: Race, Prison and Politics in Australia." Indigenous Law Bulletin 12 (4): Online.	Linked on Brightspace
		Sudbury, Julia. 2005. Global Lockdown: Race, Gender, and the Prison-Industrial Complex. Florence, UNITED KINGDOM: Taylor & Francis Group. http://ebookcentral.proquest.com/lib/oculcarleton-ebooks/detail.action?docID=1656295 . Pp. 57-68, 105-108 (Chapters 4 and 8)	ARES
Class 11 Dec 7, 2026	Topic:	What are other options? Restorative Justice	
	Reading:	Courtemanche, Zachary T. 2015. "The Restorative Justice Act: An Enhancement to Justice in Manitoba?" Manitoba Law Journal 38 (2): 1–1.	ARES
		Randall, Melanie. 2013. "Restorative Justice and Gendered Violence? From Vaguely Hostile Skeptic to Cautious Convert: Why Feminists Should Critically Engage with Restorative Approaches to Law." Dalhousie Law Journal 36 (2): 461.	ARES
	Optional Reading:	Crewe, Ben, Alice levins, Simon Larmour, Julie Laursen, Kristian Mjåland, and Anna Schliehe. "Nordic Penal Exceptionalism: A Comparative, Empirical Analysis." <i>The British Journal of Criminology</i> 63, no. 2 (March 1, 2023): 424–43. https://doi.org/10.1093/bjc/azac013 .	ARES
Class 12 Dec 11, 2026 **Friday	Topic:	What are other options? Abolitionist Justice	
	Reading:	McMaster Humanities, dir. 2013. Angela Y Davis - 150 Years Later: Abolition in the 21st Century. https://www.youtube.com/watch?v=Q9NAbhbp4co .	Youtube, linked on Brightspace
		Morris, Ruth, and W. Gordon West. 2000. The Case for Penal Abolition. Toronto, Ontario: Canadian	ARES

		Scholars' Press. Pp. 17-41, 101-110 (Chapters 2 and 7)	
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PERMISSIBILITY OF USING GENERATIVE AI

Students may use AI tools like ChatGPT, but only in specific, limited ways. AI tools can be used to assist with tasks such as gathering ideas, researching initial sources, or proofreading a final draft for grammar and style. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. **Any use of AI must be clearly documented and cited, including how the tool assisted in the process.** Using AI or LLM without citing *is plagiarism*. Keep in mind that I am marking YOUR work, not AI's, so there must be enough of your work for me to fairly mark.

PERMISSIBILITY OF RESUBMITTING SUBSTANTIVELY THE SAME WORK

Students may engage with the same core ideas in assignments for multiple classes, but submissions made to this course must be unique from other courses in writing and primary content. Within the course, students are allowed to resubmit work when prompted by the teaching team.

PERMISSIBILITY OF GROUP SUBMISSIONS

There are two assignments for this course which can include group work. Both assignments include both a group and individual submission. The live presentation is conducted as a group assignment and group submission is expected for this component. Likewise, students who produce their podcast episodes in pairs are expected to submit the same recording. However, each student is expected to submit their own individual feedback submission and individual reflection – these components are for individual submission ONLY. For all other assignments, each student must submit their own distinct submission.

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:

Carleton University
Fall 2026 - Department of Law and Legal Studies

- 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

Carleton University
Fall 2026 - Department of Law and Legal Studies

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>.

Carleton University
Fall 2026 - Department of Law and Legal Studies

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](#).

CARLETON UNIVERSITY GRADING SCHEME

Grade points for a 1.0 credit course	Grade points for a 0.5 credit course	Grade points for a 0.25 credit course	Percentage Equivalency
A+ = 12.0	A+ = 6.0	A+ = 3.0	90-100%
A = 11.0	A = 5.5	A = 2.75	85-89%
A- = 10.0	A- = 5.0	A- = 2.5	80-84%
B+ = 9.0	B+ = 4.5	B+ = 2.25	77-79%
B = 8.0	B = 4.0	B = 2.0	73-76%
B- = 7.0	B- = 3.5	B- = 1.75	70-72%
C+ = 6.0	C+ = 3.0	C+ = 1.5	67-69%
C = 5.0	C = 2.5	C = 1.25	63-66%
C- = 4.0	C- = 2.0	C- = 1.0	60-62%
D+ = 3.0	D+ = 1.5	D+ = 0.75	57-59%
D = 2.0	D = 1.0	D = 0.5	53-56%
D- = 1.0	D- = 0.5	D- = 0.25	50-52%
F = 0.0	F = 0.0	F = 0.0	0-49%