

**GINS 1010-A
INTERNATIONAL LAW AND POLITICS
FALL 2016**

**Professor M. Kamari Clarke
Carleton University**

Classroom Location: Mackenzie Building 3380
Weekly Classes: Thursdays 8:35AM – 10:25AM
Office Hours: Wednesdays 1:00 – 3:00PM
Office Address: Carleton River Building, Room 2408R
Email: kamari.clarke@carleton.ca

Tutorial Sections:

Section	Day	Time	Location
A1 – Noah Schwartz	Monday	10:35-11:25am	Mackenzie 4494
A2 – Lauren Hills	Monday	4:35-5:25pm	Southam Hall 506
A3 – Katherine Driedger	Wednesday	4:35-5:25pm	Canal Building 2104
A5 – Noah Schwartz	Monday	8:35-9:25am	Tory Building 204
A6 – Lauren Hills	Tuesday	3L35-4:25pm	River Building 3110

Teaching Assistants by Section:

A1 – Noah Schwartz **A5 – Noah Schwartz**
A2 – Lauren Hills **A6 – Lauren Hills**
A3 – Katherine Driedger

This is an introductory course in international law and politics. The primary aim is for students to develop critically engaged interests and analyses about international law and politics. The goal is to explore both legal and political approaches to the study of states, decision-makers and non-state actors as well as to examine the afterlife of decisions and the political challenges of conflict, cooperation, and enforcement. Taking international law to be *law that deals with the relationships between states, or between persons or entities in different states* and international politics to be *how states and non-state actors cooperate and compete for resources*, we will begin by examining histories and philosophical foundations related to the emergence and rise of modern state sovereignty, jurisdiction, sources of law, and the growing relevance of the individual in international domains. Through an examination of key documents, we will then explore the role of public international law in addressing issues such as human rights, international criminal law, humanitarianism and the laws of war. The class will also examine the place of *the political* in constituting law and how international law and politics are co-constituting spheres in the production of meanings about social order.

This is a lecture class. However, depending on the class size I may attempt to periodically break the class into small groups to provide spaces for active and collaborative learning.

COURSE OBJECTIVES

1. To understand how law functions as a product of socio-political processes
2. To understand the sources and subjects of international law and international relations decision-making
3. To explain how international, national and regional legal systems interact and how various political interests are part of the logic of international legal processes.
4. To examine the scope and structure of national, international and inter-governmental organizations and their reach in decision-making.
5. To identify and apply international legal principles and historical contexts to issues of global importance.
6. To understand the challenges and dilemmas of norm establishment, compliance and the implications for global governance.
7. To assess the limits of legality in political decision-making processes.

GENERAL EDUCATION GOALS

In addition to the above objectives, the more general goals of this course are to provide the student with the following tools to help develop potential:

1. Analytical thinking capabilities through the application of concepts for making sense of social problems.
2. Enhancement of literacy skills through assigned readings, discussions, examinations, and other requirements.
3. Preparation for advanced studies in global and international issues

Format and Expectations

Our classes will consist of one weekly lecture and one discussion tutorial. Lectures will provide a broad contextual and historical background for each weekly theme, including clarification of key concepts and exploration of their application. Despite the size of the class, students will be expected to participate in lecture discussions. Tutorials will provide an opportunity to review and discuss course material with more intimacy in smaller group contexts. Tutorials will begin in third week of class (see page 7-8 of syllabus for details).

You must be enrolled in a tutorial section and will be expected to attend your section. Your class grade will reflect not only your attendance in the tutorial section but will also reflect the extent to which you contributed to tutorial and class discussions in an informed manner. Please read all required readings for specified lecture classes prior to attending

class lectures as well as tutorials.

Students are expected to attend both lectures and tutorial sections. If you miss a lecture or a tutorial you will still be held responsible for all course material discussed on that day. If you are absent, please make arrangements to borrow notes from a classmate, as it is your responsibility to ensure that you catch-up on missed material.

Office Hours

For questions arising from the readings and classes or for general questions related to your interest in this area, please feel free to visit me in my office during my office hours. My drop-in office hours are on **Wednesdays from 1:00 – 3:00pm**. If you have a genuine scheduling conflict please contact me to set up an appointment for an alternate meeting time.

Submission and Return of Term Work/Take Home Exams

All assignments must be typed and submitted via the cuLearn portal. Please submit assignments as documents in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, please download it. The university provides the relevant software for educational uses to Carleton students.

Please submit your assignments ***on-time*** and upload on the cuLearn website. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once assignments or exams are graded by the Teaching Assistant (TA) who has been assigned to your tutorial and reviewed by the professor, the assignments will be returned to you. The TA will notify you once your assignments have been graded and will return the graded work to you. Final exams are intended solely for the purpose of evaluation and will ***not*** be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty dean. Any grades posted on the cuLearn grade portal are unofficial and will ***not*** be finalized until the end of the semester. Final standing in courses will be shown with alphabetical grades. The system of grades used, with corresponding grade points, is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Course Evaluation

40% Midterm Examination

40% Take-home Final Examination

10% Group Presentation

10% Class and Section Participation

Breakdown of Course Evaluation Components

(a) Midterm Examination (40%)

All students registered in the class will be expected to write an in-class midterm examination. The exam will have essay questions taken from weeks one to six of classroom material and will be scheduled to take place on *Thursday October 20, 2016*. Students will *not* be permitted to bring notes and readings to class during the writing of the exam. Exam questions will require that students understand the material, synthesize multiple arguments, and know how to apply legal concepts and principles where relevant.

(b) Final Examination (40%)

All students will be expected to write an open-book take-home final examination based on classroom material taught over the course of the semester. The exam will involve answering two essay questions answered by each individual student (and not with the assistance of a group or an assistant). In other words, all written work submitted should be a reflection of the student's individual effort. The final exam will be posted on the cuLearn portal as a "take home" exam to be completed within the following time-frame: The exam will be posted on cuLearn on December 9th 2016 at 11:55pm and the final exam answers/essays will be due no later than December 22nd at 11:55pm. Exam answers must be submitted via the cuLearn class portal. It should not be emailed to the course instructor or to the TA for the course. Students are welcome to submit their exam answers early. However, late submissions will be penalized with a 25% grade deduction. Students are responsible for course content from weeks 1-12, however emphasis will be placed on weeks 7-12.

The key objective of this final examination testing module will be less about your ability to memorize "facts" and "dates" and more about your ability to synthesize those facts and dates and apply them to international legal and political decision making. You will be expected to answer questions by building on your knowledge of various historical events, landmark cases, theories of disciplinary approaches and ideas about past and present justifications and logics. The quality of the exam answers is expected to reflect the work of someone who has taken an open-book three-hour exam. The assumption is that student will have the material in advance and will be able to consolidate the relevant information within a reasonable testing period. There is no page limit for this exam, though the suggested range is 6-8 pages, double-spaced. The scholarly citation system is open. However, whatever you use it should be formatted as footnotes and not endnotes.

(c) Group Presentation (10%)

Each student will be expected to participate in a forty-five minute group presentation scheduled to take place in the last three weeks of classes. The groups will be divided according to tutorial groups. In participating in group-work, the goal is for students to learn more about legal and political events by becoming familiar with the research resources available. This is not intended to involve exhaustive original research. The goal is for you to synthesize information and apply it to your thematic assignment. I would also like you to work on your oral presentation skills during this unit and for each group member to actively participate in the group presentation.

Each group will be assigned to one of the following presentation themes listed below:

- *Human Displacement and Its Challenges*
- *Borders and Humanitarian Interventions: Making Sense of the Responsibility to Protect Doctrine*
- *Are Human Rights Universal? When Western Feminism & Political Movements Clash*

For this assignment, each group should choose one of the following presentation formats:

- (1) A debate in which at least two sides of the argument are clearly outlined
- (2) A trial with relevant legal arguments
- (3) A UN general assembly meeting
- (4) A Talk Show or an interview with call-in guests and relevant respondents
- (5) A United Nations Security Council meeting
- (6) A Nongovernmental Organization (NGO) mobilization meeting

In preparing for the presentation, students in each group will be expected to meet outside of their tutorial section to agree to the division of labor and practice the presentation strategy. Each tutorial group member will also be expected to contribute research findings to the final group product. Ten percent of your overall course grade will be based on your tutorial group's presentation.

How you will be graded?

In order to receive a grade, your tutorial group will need to work collaboratively and: (1) prepare a brief summary (no more than 3pages) that should be handed in to the professor and TA on the day of your presentation. Please list the names of all group participants/contributors. If someone in the group does not contribute to the assignment, please do not add them to the list of contributors. They will receive a zero grade.

Some of the issues that the assignment should address might range from: what caused or is causing the controversy? What are the legal issues? What are the political and historical issues? What are the cultural issues/frameworks? Are there beneficiaries? Who? Why? Please also submit a consolidated bibliography to me so that I can see the sources that each group member has consulted.

(d) Class Participation/Section Discussion 10%

Students are expected to complete all of the required weekly readings. The weekly readings should be completed in advance of the relevant class for which they are assigned. Participation will be based on both sectional tutorial attendance and tutorial and class participation.

REQUIRED READING

All articles and supplemental readings will be available on the cuLearn website and through **ARES**. The following books are required for the course and can be purchased from the Carleton bookstore:

Required Books:

- International Law. Jan Klabbbers. Cambridge University Press. May 2013 edition.
- Introduction to Global Politics. 2017. Steven Lamy et al. 4th edition. OUP.

Important Legal Documents (please refer to these over the course of semester)

- Universal Declaration of Human Rights, 1948
- Declaration on the Granting of Independence to Colonial Countries, 1960
- Convention on the Political Rights of Women, 1953
- The Rome Statute for the International Criminal Court, 2001
- International Convention on the Protection of the Rights of All Migrant Workers, 1990
- Freedom of Association and Protection of the Right to Organize, 1948
- Protocol of the American Convention on Human Rights to Abolish Death Penalty, 1990
- OAU Convention on the Specific Aspects of Refugee Problems in Africa, 1965
- Cairo Declaration on Human Rights in Islam, 1990
- Some Economic Foundations of Human Rights, 1968

INTERNATIONAL LAW IN THE NEWS

International law issues are always on the news. I encourage you to regularly read the international section of a good newspaper/magazine or website during the semester. Think about how the news relates to your readings in the course. For generally good international affairs coverage, you may wish to try JURIST, *New York Times*, *The Economist*, and BBC News. All are available online and available free of cost.

WEEKLY COURSE BREAKDOWN

Part I - Foundations in International Law and International Politics

Week 1 – Thursday September 8

International Law and Politics – Concepts, Frameworks, Defining Developments

Keywords: What is Public International Law? What is International Politics? General Introduction to Treaties and Jurisdiction

Required Reading

- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 1 - The Setting of International Law, pgs. 3-19
 - Chapter 5 – Jurisdiction, powers and immunities 91 - 105

Week 2 – Thursday September 15

The Setting: Global Actors and the Subjects of International Law: The United Nations, The UN Security Council, General Approaches to the Making International Law and Policy

Keywords: Empire, Colonies, Colonialism and Self-Determination, Nation States, Sovereignty, Corporations, Non-state Actors: The individual, Non-Governmental Organizations (NGOs).

Required Reading

- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 4 - The Subjects of International Law, pgs. 67-90
- Introduction to Global Politics. Lamy et al. Fourth Edition. Oxford UP. 2017
 - “Global and Regional Governance”, pgs. 156-202. (from chapter 5)

Week 3 – Thursday September 22*

How International Law Is Made and Unmade: Sources, Structures, Processes

Keywords: The Law of Treaties, Customary Law, Enforcement, and Law-breaking

Required Reading

- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 2 – The Making of International Law, pgs. 21-40
 - Chapter 3 – The Law of Treaties, pgs. 41-65
- Martti Koskenniemi, “The Politics of International Law” 1 (1990) European Journal of International Law 4-32.

**Tutorials begin this week. Please check schedule for the date and location of your tutorial.*

Week 4 – Thursday September 29
Human Security and the Use of Force

Keywords: International Humanitarianism and the Protection of the Person, The Responsibility to Protect Doctrine.

Required Reading

- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 10 - The Use of Force, pgs. 187-202
 - Chapter 11 - The Law of Armed Conflict, pgs. 203-217

Optional Reading

- International Humanitarian Intervention in International Law: Chiefly as Interpreted and Applied in Canada. Kindred, Saunders and Currie. Eighth Edition.
 - Chapter 7 – International Humanitarian Law, pgs. 523-574

Week 5 – Thursday October 6
Dilemmas over the Management of Peace

Keywords: Terrorism, the Role of the Military and other Coercive/Justice Institutions, Sanctions, Countermeasures.

Required Reading

- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 9 - Sanctions, Countermeasures and Collective Security, pgs. 165-182
- Introduction to Global Politics. Lamy et al.
 - Chapter 6 - Terrorism. Page 206 – 249.

Week 6 – Thursday October 13
Judicial, Economic, and Political Contributors to Mass Violence: When is International Criminal Law Relevant?

Keywords: What is International Criminal Law? The Development of International Criminal Law and the Individual Criminal Court, Individual Criminal Responsibility, Adhoc Tribunals, International Cooperation and Regional Mechanisms

Required Reading

- Hurst Hannum (ed.), International Human Rights: Problems of Law, Policy,

and Practice, (Aspen, 2011) Chapter 11, “International Criminal Law,” (pp. 961-975).

- Courts Can’t End Civil Wars. New York Times Op-Ed. Thabo Mbeki and Mahmood Mamdani. February 3, 2014.

Optional Reading

- Mirjan Damaska, *What is the Point of International Criminal Justice?* 83 CHI.-KENT L. REV. 329 2008.
- International Law. Jan Klabbbers. Cambridge University Press. May 2013.
 - Chapter 12 – International Criminal Law, pgs. 219-232
- The Statute of the International Criminal Court adopted in Rome on 17 July 1998 and browse the website of the International Criminal Court Coalition (www.iccnw.org).
- Project on International Courts and Tribunals (www.pict-pcti.org); International Center for Transitional Justice (www.ictj.org); Truth Commissions Digital Collections (www.usip.org/library/truth/html); International Criminal Court for the Former Yugoslavia (www.un.org/icty); International Criminal Court for Rwanda (www.icttr.org); www.sc-sl.org (Special Court for Sierra Leone)

Week 7 – Thursday October 20 – MID-TERM EXAM

Week 8 – Thursday October 27 - FALL BREAK – NO CLASS

**No Tutorials this week*

Part II - Select Topics in International Law and Politics

Week 9 – Thursday November 3

Human Rights Law and Gender Violence (CEDAW)

Required Reading

- Introduction to Global Politics. Lamy et al.
 - Chapter 7 - Human Rights and Human Security, pgs. 252-319
- Universal Declaration of Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>.

Optional Reading

- Rape and Sexual Abuse of Women in International Law (1994) Feminist Legal Studies 171.
- **Additional Covenants, Doctrines, Declarations: For Reflection**
 - International Covenant on Economic, Social, and Cultural Rights: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
 - International Commission on Intervention and State Sovereignty, The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty (Ottawa: International Development Research Centre, 2001) at 1-18.
 - Covenant of the League of Nations adopted by the Peace Conference at Plenary Session, April 28, 1919, Article 22, reproduced in 13 (1919) American Journal of International Law Supplement 128 at 137-38.

Week 10 - Thursday November 10

Refugee Law and Politics

Required Reading

- Boswell, *Essentials of Immigration Law* (2009). Ch. One, pp. 1–11, 15–26, 33–51.
- Shacknove, A. (1985) “Who is a refugee”. *Ethics* 95(2).

Optional Reading

- Martin, D. A. (1991) “The Refugee Concept: On Definitions, Politics, and the Careful Use of a Scarce Resource”. In Adelman, H. (ed.) *Refugee Policy: Canada and the United States*. Toronto: York Lanes Press, pp. 30-51.
- Zetter, R. (2007) “More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization”. *Journal of Refugee Studies* 20(2).
- Gibney, M. (1999) “Kosovo and Beyond: Popular and Unpopular Refugees”. *Forced Migration Review* 5.
- Gibney, M. (2004) *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees*.

Part III - Pressing Issues in International Law and Politics

This section of the course will be fully participatory and will be organized according to tutorial groups. This means that everyone will be expected to work on their assignment with other group members. This format will give you a chance to apply concepts learned over the course of the semester as well as explore specific issues in greater depth, debate them and apply innovative approaches to their representation.

Presentations will be done during class time between weeks 12– 14. Below is the tutorial group presentation breakdown:

Week 11 – Thursday November 17 – Mandatory Review of Assignment Content and Group work/Team Meetings

- Discussion of research findings and group deliberations for presentation strategy
- Required Reading: Please prepare for this class by doing the readings for your tutorial group presentation listed below. For example, if you are in tutorial section A1 – please read: Gibney, M. J. (2003) “The State of Asylum: Democratization, Judicialization and the Evolution of Refugee Policy”.

Week 12 – Thursday November 24 (Sections A1 and A2 to present) Group Theme #1: Human Displacement and Its Challenges

Exercise: *The 14th edition of the Statistical Yearbook reports that 59.5 million people were forcibly displaced worldwide due to persecution and conflict at the end of 2014, the highest number in the post-World War II era. Some 19.5 million people were refugees, 14.4 million under UNHCR’s mandate and 5.1 million Palestinian refugees registered by UNRWA. The global figure includes 38.2 million internally displaced persons and 1.8 million asylum-seekers. In this period of economic crisis and austerity measures, is the admission of displaced Syrians (aka Refugees) to various European countries such as Greece and Germany an international obligation? Why or Why Not? What are the considerations? What laws and principles shape the movement of people and how have they been applied historically? Are there other considerations outside of International Law? What are they and why are they relevant or irrelevant?*

This assignment can take any of the below formats: (1) a trial with legal arguments, (2) a UN general assembly meeting, (3) a United Nations Security Council meeting, (4) a Nongovernmental Organization (NGO) mobilization meeting, (5) a talk show, or (6) an interview with call-in guests and relevant responses. The goal is to select the group’s desired format, research relevant readings to inform their position, and meet as a group to construct the presentation.

Required Reading

- Gibney, M. J. (2003) “The State of Asylum: Democratization, Judicialization and the Evolution of Refugee Policy”. In Kneebone, S. (ed.) *The Refugee Convention 50 Years On: Globalization and International Law*. Aldershot: Ashgate, pp. 19-45.
- UNHCR *Handbook*, paras. 51-60, 66-76, 77-79, 80-86, 167-174

Supplemental Resources - Major legal agreements and standards

- 1951 Convention Relating to the Status of Refugees. See http://www.unhcr.ch/html/menu3/b/o_c_ref.htm.
- 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa. See http://www.africa-union.org/Official_documents/Treaties_%20Conventions_%20Protocols/Refugee_Convention.pdf.
- 1984 Cartagena Declaration on Refugees. See <http://www1.umn.edu/humanrts/instate/cartagena1984.html>.
- UNHCR Website - 2014 Statistical Yearbook/14th edition: <http://www.unhcr.org/566584fc9.html>.

WEEK 13 – Thursday December 1 (Sections A3 and A5 to present)

Group Theme #2: Borders and Humanitarian Interventions: Making Sense of the Responsibility to Protect Doctrine

Exercise: *The United Nations Security Council (UNSC) has agreed to review the application of humanitarian assistance, especially the Responsibility to Protect doctrine, in its decision-making about authorizing military-based humanitarian interventions. Recognizing the types of violence or its absence in particular states, you will be asked to make a case for or against the use of R2P in the recommendation or denial of military action in one of the situation countries listed below: As a recent recipient or subject of conversations over the applicability of humanitarian intervention in your assigned country, you will be expected to take a position for or against humanitarian intervention. Based on your assignment, the argument will involve making a case to the UNSC for or against humanitarian intervention as it relates to whether the international community should engage in the use of force. The arguments should address legal, political, cultural and ethical rationales and should be sensitive to historical and economic issues for determining appropriate action. The assignment involves developing persuasive arguments that support and deny the importance of state intervention across borders.*

This assignment can take any of the below formats: (1) a trial with legal arguments, (2) a UN general assembly meeting, (3) a United Nations Security Council meeting, (4) a Nongovernmental Organization (NGO) mobilization meeting, (5) a talk show, or (6) an interview with call-in guests and relevant responses. The goal is to select the group's desired format, research relevant readings to inform their position, and meet as a group to construct the presentation.

Situation Countries from which to Select: *Iraq, Afghanistan, The Former Yugoslavia, Rwanda, Ukraine, Sri Lanka, Libya.*

Required Reading

- Anne Orford, “Lawful Authority and the Responsibility to Protect” in Richard Falk, Mark Juergensmeyer, and Vesselin Popovski, eds., *Legality and Legitimacy in Global Affairs* (Oxford: Oxford University Press, 2012) at 248-72.

Optional Reading

- James Orbinski. An Imperfect Offering: Humanitarian Action in the Twenty-First Century. Part One

Week 14 – Thursday December 8 (Section A6 to present and Course Wrap-Up) Group Theme #3: Are Human Rights Universal? When Western Feminism & Political Movements Clash

Exercise: *What are Human Rights? Are they universal? What – if any - basic rights should be protected? How should we determine what those rights are? Using examples to explain/justify your decision, make a case for or against the universalization of human rights as it relates to gender issues (such as female genital circumcision or honour killing, etc.). In considering your argument, think about the implications for state accommodations of difference and the need to maximize equality and fairness for all.*

This assignment can take any of the below formats: (1) a trial with legal arguments, (2) a UN general assembly meeting, (3) a United Nations Security Council meeting, (4) a Nongovernmental Organization (NGO) mobilization meeting, (5) a talk show, or (6) an interview with call-in guests and relevant responses. The goal is to select the group's desired format, research relevant readings to inform their position, and meet as a group to construct the presentation.

Required Reading

- Hodgson, D.L. (2011) “These are not our priorities”: Maasai Women, Human Rights and the Problem of Culture.”
- The Politics of the Veil. Joan Wallach Scott. Introduction and Chapter 1.
- The United Nations Charter - www.un.org/Overview/Charter/contents.html

Optional Reading

- Dembour, Marie B. (2010) What are Human Rights? Four schools of thought. Human Rights Quarterly. Volume 32, Number 1, February 2010.
- Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights. Summer. Dissent.
- Ahmadu, F. (2000) Rites and Wrongs: An Insider/Outsider Reflects on Power and Excision
- Donnely, Jack. (2013) Universal Human Rights in Theory and Practice. Chapter 3. Edition 3. Cornell University Press. Introduction, chapters 1 and 2 (pps. 1-39)
- Mertus, J. 2007. The Rejection of Human Rights Framings: The Case of LGBT Advocacy in the US. Human Rights Quarterly. Vol 29, NO. 4. Pp 1036-1064.
- Merry, Sally Engle, Changing rights, changing culture. In Cowan, Jane K., Marie-Benedicte, Dembour, and Richard Wilson (eds.). Culture and Rights: Anthropological Perspectives. New York: Cambridge University Press, 2001, pp 31-55.

FINAL EXAM – TAKE HOME EXAM

Distributed via the cuLearn course portal on December 9, 2016 at 11:55pm
Due via cuLearn course portal - December 22nd 2016 at 11:55pm
(early submissions welcome)

Class Rules and Regulations

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are encouraged in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from the class content.

Academic Accommodations

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. 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance

Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Classnotes and Expectations

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Medical Certificates and Illness

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved or for which there is no documentation are not accepted.

Plagiarism

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline/Syllabus

Please note that the course syllabus posted on the BGIInS website is the official course outline.