

Course Outline

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<b>COURSE:</b>	<b>LAWS 3604 B– International Organizations</b>
<b>TERM:</b>	<b>WINTER 2025</b>
<b>PREREQUISITES:</b>	<b>LAWS 2601 and 0.5 credit in LAWS at the 2000 level or PAPM 1001 and PSCI 2003.</b>
<b>CLASS:</b>	<b>Day &amp; Time:</b> Tuesdays 11:35 am – 2:25 pm <b>Room:</b> Lectures in this course will be delivered synchronously via Zoom. Please check Brightspace for the current Class Schedule.
<b>INSTRUCTOR:</b>	<b>Dr. Mohammad Hasan</b>
<b>TEACHING ASSISTANTS:</b>	One TA, Benny Salamanca ( <a href="mailto:BennySalamanca@cmail.carleton.ca">BennySalamanca@cmail.carleton.ca</a> ) will assist me with marking related activities and will be <b>your first point of contact</b> . TAs have office hours and contact them through Carleton email.
<b>CONTACT:</b>	<b>Office</b> D 488 Loeb Building <b>Office Hrs:</b> Every Wednesday 12:30 pm to 1:30 pm. Allow 36 hours for a reply if you send an email. No replies on weekends or evenings. <b>Email:</b> <a href="mailto:MohammadHasan@cunet.carleton.ca">MohammadHasan@cunet.carleton.ca</a>
<b>BRIGHTSPACE:</b>	<a href="https://brightspace.carleton.ca/d2l/home/285174">https://brightspace.carleton.ca/d2l/home/285174</a>

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**CALENDAR COURSE DESCRIPTION**

Nature, character, legal status, and jurisdiction of intergovernmental international organizations. Rights and duties of states arising from membership in international organizations. The distinction between international and supra-national institutions. United Nations system, selected subsidiary organs, and specialized agencies; non-governmental organizations at times of crisis.

**COURSE DESCRIPTION**

This course will examine the origins, structure, types, powers, obligations, responsibilities, immunities, and impact of international organizations formed by states and non-states actors to address common challenges the world is facing. Throughout the semester, the course will explore the diplomatic, humanitarian, and developmental efforts of the United Nations, its specialized agencies, regional bodies, and international non-governmental organizations. The course will also investigate the complexities of decision-making, power dynamics, and the impact of these organizations on international law and relations. Furthermore, students will be familiarized with different theoretical approaches to

international organizations, legal personality, various areas of international regimes and governance, and some important issues and debates.

### **COURSE MODALITY & TECHNICAL REQUIREMENTS**

This course is an in-person course where the instructor and students share information, ideas, and learning experiences through direct interaction in a classroom. Although it is an in-person class, most of the course contents and assessments will be completed on Brightspace. Students are expected to remain up to date with the deadlines and due dates provided by the instructor.

### **LEARNING OBJECTIVES**

Upon successful completion of the course, students will be able to:

- Learn the subject matters, deepen their knowledge and understanding of certain international organizations and international regimes;
- Extend their understanding to the contemporary development of global governance, rights, and duties of states, and actions of key international organizations;
- Read, summarize, and examine various aspects of international organizations and relationships with international laws and policies;
- Critically evaluate issues affecting inter-governmental relations around the world;
- Investigate legal frameworks of some of the social, political, economic, and cultural issues that are at the heart of contemporary struggles over international organizations;
- Disseminate their understanding of international organizations their critical review papers and examinations.

### **REQUIRED TEXTS**

There is no required course pack or textbook for this course. The contents of the course are designed to focus on readings from international treaties, court decisions, scholarly articles, and relevant documents from different international organizations. The course contents also aim to provide students with an in-depth understanding of the legal and interdisciplinary framework governing international organizations and their role in global politics and governance.

Most of the required readings will be available through the Brightspace page and ARES system.

### **SUPPLEMENTARY TEXTS**

As we proceed, additional related readings may be posted throughout the semester. We may also use the United Nations and its specialized agencies' open-access resources.

<https://www.un.org/en/model-united-nations/un-structure#>

## **EVALUATION**

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

**Attendance and Participation: 10%**

**Group Presentation and Critical Reflection (1 for each group): 15%**

**Discussion Forums (10): 15%**

**Quizzes (3 out of 4): 15%**

**Course Reflection Paper: 15% [March 11, 2023]**

**Take-home Exam: 30% [During the exam period]**

**Total: 100%**

**All components must be successfully completed in order to get a passing grade.**

### **Attendance and Participation: 10%**

Your attendance will be counted on for this course. Also, your participation will be assessed during discussions and presentations.

### **Group Presentation and Written Submission: 15%**

Every week a group will present on required readings for the given week. The presenters of the group will facilitate a small discussion with some discussion questions. Participants may ask questions for any clarification. Each group will have at least 30 minutes to present and facilitate the discussion. The purpose of your presentation is to review and analyze the main arguments and themes in the week's readings and then encourage class discussion. This is a great opportunity for both students and instructors to communicate with each other and analyze the topics more effectively. The presentations will begin in the second class. Scheduling presentations will be done in the first seminar class. It would help if you addressed the following questions while presenting:

- Who is/are the author/s of the reading/s, what type of material is it, where was it published or circulated?
- Make a summary of the paper you are presenting.
- What is the main argument the author/s makes?
- What is the nature of the problem that the author is trying to address and how this is relevant to the course?
- How are you as the reader/viewer being addressed by the author/s?
- What assumptions is the author/s making about the nature of international organizations?
- What are the assumptions made in the piece about who holds power and who does not?
- How do these assumptions and framing compare and contrast with those in the other readings for that week?

*The oral presentation is worth 10%.*

In addition to the presentation, you are as a group required to submit a critical reflection of your works and the presentation slide (in a single document) based on the questions posed above for your presentation. Please send your critical reflection (one reflection per group) via email or submit it in class. Your written work should be between 250 and 350 words or two pages.

*The critical reflection is worth 5%.*

### **Discussion Forums/Reading Responses (15%):**

To get more engaged with the course readings and classes, you are expected to write a 250-word summary of an assigned reading of your choice that includes at least one discussion question which may be discussed during the presentations or other times. The summary and discussion questions must be posted on Brightspace by 9 pm every Monday [the day before the class]. You are welcome to write more questions. The questions should be thought-provoking and insightful which can open fruitful conversations/discussions for the seminar. Throughout the semester, you are expected to submit at least 10 posts in total. At the end of the term, discussion post grades will be the average grade for all posts for the term.

### **Reading Quizzes: 15%**

To assess a better understanding of the reading materials, you will be required to complete some online quizzes. The quizzes may be comprised of true/false, multiple-choice, or other forms of quiz questions. There may be 10 quiz questions you should answer. A total of 4 quizzes will be available and you must attend at least 3 quizzes. Each of the quizzes is worth 5%, for a total of 15% of the total grade. To get the full 5%, you must have all correct answers. So, 0.5 points for each correct answer and no deduction for the wrong answer. You can attempt a quiz once only. Missed quizzes cannot be made up.

The quizzes are timed but you will have three days to complete each quiz. The quizzes will be posted on Brightspace on Saturdays before 11:59 pm and you can complete each quiz any time before the due time (Tuesdays before 11 am). **More information is outlined in the weekly class schedule.** Please ensure that you have a secure and reliable internet connection when completing the quizzes as they will be timed. Start your quiz after reading the weekly reading and lecture materials. Once the quiz starts online, students will have 30 minutes to complete all quiz questions. They will be marked automatically, and students will receive their results through Brightspace.

### **Course Reflection Paper: [15%]**

**Overview:** In this semester, you will craft a Reflection paper that will be a showcase of your distinct perspective and comprehension about international organizations. It will not only assess your progress but also provide tailored feedback to elevate your future work in this course.

Please note the following important details regarding the Course Reflection Paper:

- The Course Reflection Paper contributes 15% to your total grade, as outlined in the syllabus.
- The deadline for submitting the Course Reflection Paper is March 11.
- Submit your assignment via Brightspace using the designated "Course reflection paper" link.

- Your TA will evaluate and grade your submission, providing written feedback aimed at enhancing your future work in the course for assignments submitted before the due date.

Please review these instructions attentively and regularly, particularly if this type of assignment is new to you. Should you have any inquiries, do not hesitate to reach out via email to either myself or your TA (I highly recommend reaching out to your TA for prompt assistance).

## **2. Evaluation and Submission**

For this assignment, you are required to submit three separate reflection paragraphs, each consisting of 250-300 words. These reflections should critically and thoughtfully engage with a particular question, concern, or possibility of interest raised by the readings completed by Week 9 of LAWS 3604. Each paragraph should focus on a specific aspect of the required reading for that week.

Expectations:

- Each reflection paragraph should be a standalone piece addressing a separate issue from 3 distinct week's readings (e.g., choose to write on three of Weeks 1 to 9);
- Provide a bold, numbered title for each reflection to distinguish them;
- Clearly engage with course readings and/or themes raised by required readings;
- Ensure your writing is original, well-crafted, and free from obvious grammar/syntax errors;
- Thoroughly reference your reflections with page numbers citing specific words or passages;
- Demonstrate an intellectual level expected of university undergraduates;

Remember, depth and specificity are paramount. Focus on quality rather than breadth, and strive to produce reflections that showcase your best thought-work on the chosen aspects of the readings.

### **Final Exam (30%):**

The final exam will be in essay format. You will be asked to answer two to three long questions during the examination period. More information regarding the final exam will be posted on Brightspace later.

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

### **Late Penalty**

Late submission will be penalized. Assignments submitted later than the due date will be penalized 5% per day of the total value of the assignment. For example, if an assignment worth 25% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted.

### **Extension**

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 extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

**Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where

extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

## **SCHEDULE**

There are three types of learning strategies that will be followed for this course. First, students are responsible for all assigned readings. I suggest students read the required reading material before each scheduled lecture. Secondly, students should review lecture slides posted on Brightspace. Thirdly, students will participate in all assessments and evaluations.

### **Weekly Schedule**

Please read the assigned material before each lecture and review it again after each lecture. Students are responsible for all assigned readings. Most of the readings are posted on Brightspace.

#### **Week 1 [January 7] Introduction to International Organizations (IOs)**

Meet and greet, an overview of the course, key concepts, readings, and assignments  
Group presentation schedule will be created in the class.

- Definition and types of IOs; Nature and importance of IOs; Origin and historical development and general characteristics of IOs, Overview of UN and its agencies.

#### **Week 2 [January 14]: Theoretical Perspectives**

Realism, liberalism, constructivism, and other perspectives of IOs; Power dynamics and IOs.

##### **Readings:**

Ozkan, Ersan, and Hakan Cem Cetin, "The realist and liberal positions on the role of international organizations in maintaining world order." (2016) 12.17 *European Scientific Journal*: 85-96.

Grieco, Joseph, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism," (1988) 42.3 *International Organization*: 485-507.

### **Group 1 presentation**

#### **Week 3 [January 21]: Legal Framework of IOs**

Sources of International organization law; the role of the UN Charter in establishing IOs; Treaties and conventions governing IOs' activities; the relationship between international law, IOs and national and international legal systems (courts and tribunals); ICJ and other dispute resolution mechanisms.

##### **Readings:**

Daugirdas, Kristina, "How and why international law binds international organizations." (2016) 57.2 *Harv. Int'l LJ*: 325.

Boisson de Chazournes, Laurence, and Vassilis Pergantis, “A Legal Framework on Internal Matters: Please Mind the Gap.” *CAMBRIDGE COMPANION ON INTERNATIONAL INSTITUTIONAL LAW*, (Cambridge, CUP: 98-119.

Davey, William, “The WTO and Rules-Based Dispute Settlement: Historical Evolution, Operational Success, and Future Challenges.” (2014) 17 *Journal of International Economic Law*: 679-700.

### Group 2 presentation

#### **Week 4 [January 28]: Structure and Governance**

Organizational structure of IOs; decision-making process; the role of Secretariats and member states; procedures of becoming members of IOs; Legal personality and immunities of IOs.

#### **Readings:**

Beckfield, Jason, “Inequality in the world polity: The structure of international organization.” (2003) *American Sociological Review*: 401-424.

Von Bernstorff, Jochen., “Procedures of decision-making and the role of law in international organizations.” (2008) 9.11 *German Law Journal*: 1939-1964.

Ian Johnstone, “The Role of the UN Secretary-General: The Power of Persuasion Based on Law,” *Global Governance*, Vol. 9 (2003), pp. 441-458.

Fry, James D., “Rights, Functions, and International Legal Personality of International Organizations” (2018) 36:2 *BU Int’l LJ*: 221-248

**Guest speaker: Mahatab Shawon, Guelph University**

### Group 3 presentation.

#### Quiz 1 Due [This quiz covers Weeks 2, 3, and 4 readings]

#### **Week 5 [February 4]: Human Rights and IOs**

Role of IOs in promoting and protecting human rights; Inter-state intervention and humanitarian interventions and role of IOs

#### **Readings:**

Lillich, Richard B, “The Role of the UN Security Council in Protecting Human Rights in Crisis Situations: UN Humanitarian Intervention in the Post-Cold War World.” (1995) 3 *Tul. J. Int’l & Comp. L.*: 1.

Scannella, Patrizia, and Peter Splinter, “The United Nations Human Rights Council: A Promise to be Fulfilled,” (2007) 7.1 *Human Rights Law Review*: 41-72.

Neuman, Gerald L. *International Organizations and Human Rights—the Need for Substance*. Research Working Paper Series HRP 19-001, Harvard Law School, 2019.

**Group 4 presentation****Week 6 [February 11]: Peace and Security Organizations**

The role of IOs like the UN Security Council, NATO, etc.; Collective security mechanisms and peacekeeping missions

**Readings:**

Carswell, Andrew J., “Unblocking the UN Security Council: The uniting for peace resolution.” (2013) 18.3 *Journal of Conflict and Security Law*: 453-480.

Bellamy, Alex, J. and Charles T. Hunt, “Twenty-first century UN peace operations: protection, force and the changing security environment”, (2015) 91.6 *International Affairs*: 1277–1298

Hurd, Ian, “Myths of membership: the politics of legitimation in UN Security Council Reform.” (2008) 14 *Global Governance*: 199.

**Group 5 presentation****Quiz 2 Due [This quiz covers Weeks 5 and 6 readings]****February 17-21: Fall Reading Break. NO CLASS****Week 7 [February 25]: Trade and Finance Organizations and Development**

The role of IOs in economic development, trade, and finance; UNCTAD, WTO, IMF, World Bank etc.;

**Readings:**

Winham, Gilbert R., “The World Trade Organization: Institution-Building in the Multilateral Trade System,” (1998) 21.3 *World Economy*: 349-368.

Muhumed, Muhumed Mohamed, and Sayid Aden Gaas, “The World Bank and IMF in Developing Countries: Helping or Hindering?” (2016) 28.6 *International Journal of African and Asian Studies*: 237-249.

Therien, Jean-Philippe, “The United Nations and Human Development: From Ideology to Global Policies” (2012) 3.1 *Global Policy*: 1-12.

**Group 6 presentation.****Week 8 [March 4]: Environment and IOs**

Climate change, environmental agreements (Paris Agreement), sustainability, CBD, UNEP, transnational environmental challenges and collaborative solutions.



**Readings:**

Ivanova, Maria, "UNEP in Global Environmental Governance: Design, Leadership, Location," (2010) 10.1, *Global Environmental Politics*: 30-59.

O'Connor, David, "Governing the global commons: Linking carbon sequestration and biodiversity conservation in tropical forests." (2018) 18.3 *Global Environmental Change*: 368-374.

Hickmann, T., Widerberg, O., Lederer, M., & Pattberg, P., "The United Nations Framework Convention on Climate Change Secretariat as an orchestrator in global climate policymaking." (2021) 87.1, *International Review of Administrative Sciences*: 21–38.

**Group 7 presentation****Quiz 3 Due [This quiz covers Weeks 7 and 8 readings]****Week 9 [March 11]: Socio-cultural Dimensions and IOs**

Indigenous issues, Reduction of gender discrimination, Child rights

**Readings:**

Cambou, Dorothée, "The UNDRIP and the legal significance of the right of indigenous peoples to self-determination: a human rights approach with a multidimensional perspective." (2019) 23.1-2 *The International Journal of Human Rights*: 34-50.

Dhar, Suneeta, "Gender and Sustainable Development Goals (SDGs)" (2018) 25.1, *Indian Journal of Gender Studies*: 47-78.

Maria Teresa Dutli & Antoine Bouvier, "Protection of Children in Armed Conflict: The Rules of International Law and the Role of the International Committee of the Red Cross" (1996) 4:2 *Int'l J Child Rts* 181.

Goffe, Marcus, "Recent developments in the WIPO Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore." (2011) 1.1 *Queen Mary Journal of Intellectual Property*: 90-98.

**Group 8 presentation.****Course Reflection paper is due****Week 10 [March 18]: Regionalism in International Relations and Cooperations****Readings:**

Hettne, Bjorn, and Fredrik Soderbaum, "The UN and regional organizations in global security: Competing or complementary logics." (2006) 12, *Global Governance*: 227.

Fawcett, Louise, "Exploring regional domains: a comparative history of regionalism." (2004) 80.3, *International Affairs*: 429-446.

Felício, Tânia, “The United Nations and regional organizations: the need for clarification and cooperation.” (2009) *Studia Diplomatica*: 13-19.

Borzyskowski, Inken von, and Clara Portela, *Piling on: the rise of sanctions cooperation between regional organizations, the United States, and the EU*. (KFG Working Paper Series, 70). (2016): 31.

### Group 9 presentation

#### **Week 11 [March 25]: International Non-governmental Organizations**

##### **Readings:**

Egger, Clara, “Just part-time lovers? Competition, coercive coordination, and friendship among international INGOs.” (2017) 30.4, *Cambridge review of international affairs*: 394-414.

Shujat, Aghna, Md Sajid Khan, and Md Nazmul Islam, “INGO and NGO Strategies for Social Cohesion: The Case of Rohingya Refugees in Bangladesh.” In *Rohingya Refugee Crisis in Myanmar: Ethnic Conflict and Resolution* (2022): 337-355.

Steffek, Jens, “Explaining cooperation between IGOs and NGOs—push factors, pull factors, and the policy cycle.” (2013) 39.4 *Review of International Studies*: 993-1013.

### Group 10 presentation

#### **Week 12 [April 1]: Multinational and Transnational Corporations**

##### **Readings:**

Mares, Radu, “Regulating transnational corporations at the United Nations—the negotiations of a treaty on business and human rights.” (2022) 26.9 *The International Journal of Human Rights*: 1522-1546.

Monshipouri, Mahmood, Claude E. Welch, and Evan T. Kennedy, “Multinational corporations and the ethics of global responsibility: Problems and possibilities.” In *Human Rights and Corporations*. (Routledge, 2017): 123-147.

Van den Herik, Larissa, and Jernej Letnar Čerňič, “Regulating corporations under international law: from human rights to international criminal law and back again.” (2010) 8.3 *Journal of International Criminal Justice*: 725-743.

### Group 11 presentation

#### Quiz 4 Due [This quiz covers Weeks 10, 11, and 12 readings]

#### **Week 13 [April 8]: Exam Review and Wrap up the course**

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

Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria. Submitting work without clear acknowledgment of reused material will be considered a violation of academic integrity.

Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

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 the prompts used and how the tool-assisted in the process.

## **University and Departmental Policies**

### **PLAGIARISM**

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

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

Carleton Resources:

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

Off Campus Resources:

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

### **ACADEMIC ACCOMMODATIONS**

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

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

### **Pregnancy 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](mailto:pmc@carleton.ca) for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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

### **Survivors of Sexual Violence**

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

### **Accommodation for Student Activities**

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

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

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

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

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

<b><i>Winter 2025 Sessional Dates and University Closures</i></b>	
<b><i>Please find a full list of important academic dates on the calendar website:</i></b> <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 6, 2025</b>	Winter term begins.
<b>January 17, 2025</b>	Last day for registration and course changes (including auditing) in winter courses.
<b>January 31, 2025</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 17-21, 2025</b>	Winter break, no classes.
<b>March 15, 2025</b>	Last day for academic withdrawal from winter courses.
<b>March 25, 2025</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter undergraduate courses, before the official April final examination period.
<b>April 8, 2025</b>	Winter term ends.
	Last day of winter and fall/winter classes.
	Last day for final take-home examinations to be assigned.
<b>April 9-10, 2025</b>	No classes or examinations take place.
<b>April 11-26, 2025</b>	Final examinations in winter and fall/winter courses will be held.
<b>April 18, 2025</b>	Statutory holiday. University closed.
<b>April 26, 2025</b>	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.