

Course Outline

COURSE:	LAWS 4605 A: International Law in International Politics
TERM:	FALL 2021
PREREQUISITES:	LAWS 2908 or PAMP 3000, LAWS 2601 and 4th year Honours Standing
CLASS:	Day & Time: Fridays from 11:35 am to 2:25 pm (EST – Ottawa time)
	Course Format: This seminar will be run synchronously, using Zoom. Live discussions will be held during the scheduled course time. They will not be recorded. Students are expected to prepare in advance and participate.
INSTRUCTOR:	Dr Sean Richmond (He/Him)
CONTACT:	Office: D497 Loeb Building Office Hrs: Virtual "office hours" Thursdays 2 pm - 4 pm or by appointment Telephone: 613-520-2600 x. 2082 Email: sean.richmond@carleton.ca

Note: please use your Carleton account for email communication. Questions will not be answered on the weekends, or 24 hours before assignments are due. Students are warmly encouraged to consult with the instructor during regular business hours, and well in advance of assessment dates. All times listed here are Eastern Standard Time (i.e. Ottawa time).

CALENDAR COURSE DESCRIPTION

Topics vary from year to year and are announced in advance. May include transnational environmental issues; the international law of armed conflict, peacekeeping and neutrality; the law of international treaties and transnational agreements; state responsibility under international law.

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COURSE DESCRIPTION

This interdisciplinary seminar examines key theories of the nature, role and limits of international law in international politics and armed conflict; relevant legal principles and rules shaping this relationship; and how these theories and rules apply to important historical and contemporary case studies. It assesses how law and politics interact in areas such as the use of military force by states and the conduct of war; international human rights; world trade; international criminal law; the law of the sea and outer space; and international protection of the environment.

The seminar is aimed at fourth-year undergraduate students who have pre-existing knowledge of public international law. To encourage a collaborative and inclusive learning environment, students are expected to actively and respectfully participate in the weekly discussions, and to keep up with the readings and assignments. Students will also select a week where they will help initiate the group discussion by speaking for 5-10 minutes on a question related to that week's topic and readings.

Throughout the semester, we will analyze how international law shapes international politics and, conversely, how international politics affects international law. With this in mind, topics will be examined from a legal, political and historical perspective. Practice problems, court cases, and short video clips

will also be employed to help students critically analyze and apply the theoretical perspectives and legal rules that we discuss to the real world of foreign affairs. Finally, exciting guest speakers from government and non-governmental organizations have been invited to provide additional insight on cutting-edge issues such as Canada's Arctic sovereignty, and the African Court on Human and Peoples' Rights. They will also discuss potential volunteer and employment opportunities in international law and international relations, to inspire students to think about their broader career objectives.

Learning aims: at the end of the seminar, students should be able to:

1. Demonstrate an advanced level of knowledge of the international legal principles, rules, theories and topics that are discussed; and of the different ways that law and politics interact in international affairs.
2. Identify international legal issues and apply relevant ideas and rules to the case studies and challenges that they encounter in and outside of the class.
3. Critically reflect on the political and historical context in which international law operates in international affairs, and the inequalities associated with it.
4. Read, summarize and analytically evaluate a judicial decision that involves international law.
5. Research and construct thoughtful, evidence-based arguments about questions of international law and international politics, and show an awareness of the assumptions, insights and limits of these arguments.

COVID-19: LEARNING AND TEACHING CHALLENGES

Throughout the term, please remember that the ongoing effects of COVID-19 create potential learning and teaching challenges for students and instructors (e.g. access to technology; potential child and elder care responsibilities; less opportunity for connecting with each other and our support networks; possible financial hardship and mental health; work space; different time zones, etc.).

As we navigate these challenges together, and do our best to teach and learn online, please remember to be patient and understanding with yourselves and others. If you have a question or need help, you are warmly encouraged to reach out to me or the many other support services provided by Carleton: <https://carleton.ca/student-support/wp-content/uploads/Student-Referral-Form-with-Map.pdf>

ADJUSTING TO ONLINE LEARNING

Online courses like this seminar can offer flexibility and accessibility that some students will find helpful. However, taking courses online can also be difficult. Here are a few tips that will help you succeed, and help us come together to create an engaging online learning environment.

Stay on top of the course schedule: complete the readings in advance of each week's topic, participate in the discussion and/or ask questions to your peers and the instructor, take notes, and use these notes to help complete the assignments. Staying on top of the schedule will help you keep up with the material, and get the most out of the seminar. It will also help you manage multiple courses and commitments.

Stay connected with others: to help minimize feeling isolated, find ways to connect and communicate with other students from the seminar. For instance, ask a colleague if you can practice with them in advance of the group discussion that you will lead; post a question to the class discussion forum on Brightspace or reply to one that has been shared; and ask for peer feedback on a draft of your assignment (and do the same for someone else!). The instructor can help facilitate these peer connections (e.g. by pairing people up), depending on people's comfortability and circumstances.

Stay connected with the instructor: if you have questions or need help, please ask. I can be reached by email, or we can connect by phone or Zoom during the virtual "office hours" or by appointment.

Respect privacy: please do not share class Zoom links or meeting information with anyone who is not enrolled in our course. Students are welcome to participate on Zoom using audio functions only – i.e. there is no requirement for video participation, although it is encouraged to promote social connection. Children and pets are more than welcome to join the discussion!

Manage your expectations: we will do our best to create an engaging online environment. But please remember our interaction will be different than in-person seminars, and you may need to work harder to stay organized and motivated. Understanding this will help you avoid frustration, and make the most of our time.

REQUIRED TEXTS

1) David Armstrong, Theo Farrell, and Hélène Lambert. *International Law and International Relations*, 2nd ed. (Cambridge University Press, 2012).

This will be our primary book. Hard copy and e-version are available at the Carleton bookstore. E-version of chapters 1 and 3 are available through library reserve (there is a limit of two chapters due to copyright law).

2) John H. Currie. *Public International Law*, 2nd ed. (Irwin Law, 2008).

This book will be used as a "refresher" on the international law applicable to the topics we study. Hard copy is available from the Carleton bookstore. E-version has also been requested at library reserve.

In addition to these two books, further required readings and case studies will be uploaded to the course website on Brightspace, or identified as available online.

SUPPLEMENTARY TEXTS

For further information on the course topics and resources for completing the assignments, both the Armstrong and Currie books have helpful "Further Reading" lists of relevant titles at the end of their respective chapters. Please check these lists. In addition, the following texts are also recommended:

Antony Anghie. *Imperialism, Sovereignty and Making of International Law* (Cambridge Univ. Press, 2012).

Michael Byers. *War Law: Understanding International Law and Armed Conflict* (Douglas & McIntyre, 2005).

Kamari Maxine Clarke. *Affective Justice: The International Criminal Court and the Pan-Africanist Pushback* (Duke University Press, 2019).

Malcolm D. Evans (ed.). *International Law*, 5th ed. (Oxford University Press, 2018).

Jeffrey L. Dunoff and Mark A. Pollack. *Interdisciplinary Perspectives on International Law and International Relations: The State of the Art* (Cambridge University Press, 2013).

Gina Heathcote. *Feminist Dialogues on International Law* (Oxford Univ. Press, 2019).

Balakrishnan Rajagopal. *International Law from Below: Development, Social Movements and Third World Resistance* (Cambridge University Press, 2003).

Shirley V. Scott. *International Law in World Politics*, 2nd ed. (Lynne Rienner, 2010).

WEBSITE

The seminar schedule, updates, assignment submission portals, and other important materials will be posted on the course website on Brightspace. Announcements and grades will also be communicated this way. Visit <https://brightspace.carleton.ca>, and login with your MyCarleton 1 username and password. You must be registered in the course to access the course website.

To help ensure a positive online learning experience, students need to please regularly check the course website and read the update emails sent by the instructor. If you have questions about how to use Brightspace, there is a support site for students: <https://carleton.ca/brightspace/students/>

EVALUATION

Note: Standing in a course is determined by the 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 they have been approved by the Department and the Dean.

Recalling the learning aims noted earlier, performance in the course will be evaluated as follows:

1. Attendance/Participation	15%
2. Discussion Lead – students select one week	10%
3. Three Reading Reflections – students select three weeks	30% (3 x 10%)
4. Research Paper – due Wednesday December 8 by 5 pm	45%

All evaluation components must be completed to be eligible to receive a passing grade.

1. Attendance/Participation: worth 15% of final grade

To encourage a collaborative and inclusive online learning environment, students are expected to actively and respectfully participate in the weekly seminar discussions, and demonstrate that they are completing and thinking about the readings. In addition to regular attendance, the frequency and substance of contributions will be used to determine the assigned participation grade.

Recall the seminar will be run synchronously, using Zoom. Live discussions will be held on Fridays 11:35 am to 2:25 pm (EST). To minimize “Zoom fatigue”, the seminar discussion will be limited to around two hours, and we will take a break. Attendance is mandatory. However, to provide flexibility and accommodate unexpected life events, students can miss one seminar, for whatever reason, without penalty. If illness or other issues arise that cause you to miss multiple seminars, please let me know. In all cases of absence, students remain responsible for the materials discussed in class, including assignments, and are advised to make appropriate arrangements with other students to fulfill this responsibility.

The third hour of our allotted time is reserved for post-seminar “hallway chats” or office hour appointments. We might decide to discuss a specific topic (e.g. an upcoming assignment, research strategies, etc.), or students may have questions. Regular attendance in this third hour is not mandatory. However, students are expected to participate at least twice (once in the first half of term, and once in the second half).

2. Discussion Lead: worth 10% of final grade

To facilitate active learning and practice effective communication, students will select **one** week where they will help initiate the group seminar discussion. The Discussion Lead sign-up sheet will be completed in the first week of term, and finalized in our first class. We will have three discussants per week. Think in advance about which week you would like to discuss.

Students are expected to speak for about 5-10 minutes on a question related to the week’s topic and readings. These Discussion Questions are listed in the seminar schedule described later below. Students can select one of these questions, one of the issues listed at the end of each chapter in the Armstrong book, or another relevant question they wish to explore. To help inspire impressions of the material, review the Discussion Questions before completing the readings, and take notes as you read.

Performance as a Discussion Lead will be evaluated based on the extent to which students show they understand the readings, have reflected on the theoretical and policy significance of their question, and can connect this issue with broader themes in the course. Further information will be provided in our first class.

3. Three Reading Reflections: worth 30% of final grade (3 x 10% each):

To provide students with ongoing assessment and a chance to analytically engage with the course material, **three** short written reflections will be submitted on the assigned readings. Each reflection should be around 600 words long, typed in 12-point font, double spaced, and submitted as a Word file through Brightspace. No external research beyond the readings is required, and you do not need footnotes. Instead, use brief references in the text (e.g. “Scholar A defines concept B as...”, or “Section W of treaty Z provides that...”).

The reflections are **due by 11 am** on the Friday seminar in which the readings will be discussed. To be fair to other students, and because the submission schedule is already flexible, late submissions will be penalized by -0.5 (out of 10) per hour past the deadline. The sign-up sheet will be completed in the first week of term, and finalized in our first class. Think in advance about which weeks you would like to select.

To provide flexibility and accommodate people's different schedules, students can choose the three weeks that work best for them. However, to help manage student workload and minimize end-of-term stress, two of the reflections must be submitted before the reading break (i.e. in weeks 2, 3, 4, 5, 6, or 7). Students are free to complete a reflection in the same week that they are a Discussion Lead, or in three other weeks.

The purpose of the reflections is to provide some thoughtful *critical analysis* of the assigned readings. With that in mind, please do not simply summarize and describe the readings. Instead, if the readings make an argument, tell me what this argument is; whether you agree with it or not and why; what theory and evidence are used to support the argument; and what do the readings tell us more broadly e.g. about the influence or limits of international law in world politics, or the issues listed in the Discussion Questions?

If the readings describe ideas, rules and examples related to our course, summarize what you think are the most important aspects, compare them to other readings or discussions we have had (e.g. what is similar or different? what would our guest speakers think?), and highlight the implications for how we understand the broader context in which international law operates, and/or the inequalities associated with it.

If the readings include a judicial decision, identify the main legal issue (e.g. what question did the court address?), summarize the law that applied to this issue, and analyze how the court reasoned and what the case tells us about the role and limits of international law in international and/or domestic politics.

To provide flexibility and accommodate unexpected challenges that people may encounter this term, the final grade will be based on your best two completed reflections. This means that you can miss one, for whatever reason, without penalty. You do not need to inform the instructor if you do miss a reflection, as the "best two" policy will be implemented at the end of term. Further information will be provided in class.

4. Research Paper: worth 45% of final grade

The Research Paper provides students with an opportunity to research and construct a thoughtful, evidence-based argument about a question of international law and international politics, and show an awareness of the assumptions, insights and limits of this argument.

The assignment will be up to 2,400 words long, not including footnotes and bibliography. It should be typed in 12-point font, double spaced, and submitted as a Word document through Brightspace. It is **due by 5 pm on Wednesday December 8**. Absent prior approval, papers submitted past the due date will incur a late penalty of -2 marks (out of 45) per day, including weekends. You are strongly advised to save your work regularly in multiple ways, and to retain a copy of all submitted papers.

To support students in their research and time management, a one-page research paper **proposal** is due beforehand by **5pm on Monday October 18**. This proposal should include a 250-word summary of the question you are examining, the argument you seek to make, and what theory or approach you will draw on to support this argument. It should also include an initial bibliography listing six scholarly and/or primary sources. It will be evaluated by the instructor on a Pass/Fail basis. We will discuss your research proposals in the third-hour of our seminar on Friday October 22.

Students will select a question from a set list of four international legal topics. This list will be posted to Brightspace on Thursday September 16. Alternatively, students can propose to research their own

question, provided they discuss this first with the instructor. Further information and evaluation criteria will be provided later in the term.

SEMINAR SCHEDULE

Key Dates:

Wednesday September 8 – fall term starts
 Monday October 11, 2021 – statutory holiday
 Monday October 25 to Friday October 29 – fall term break
 Friday December 10 – fall term ends
 Saturday Dec. 11 to Thursday Dec. 23 – Exam period

Please note that the following schedule may change slightly as the term progresses. Any changes will be announced via Brightspace and in the seminar.

PART I: THE FOUNDATIONS

Week 1: Friday September 10, 2021

Introduction

Required reading: 1) Armstrong, Introduction (p.1-8); and 2) the course syllabus

Note: students will introduce themselves, and sign up for Discussion Lead and three Reading Reflections.

Week 2: Friday September 17

The Nature of International Law

Required reading: 1) Armstrong chapter 1 (pg. 9-37); and 2) Currie chapter 1 (pg.1-19)

Note: the questions and instructions for the Research Paper will be released on Thursday September 16. For students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

- Q1: What do we mean by the word "law"? Is international law really "law"? Why or why not?
 Q2: How is international law similar to Canada's domestic law, and how is it different?
 Q3: Why do most states seem to observe most international legal rules most of the time?
 Q4: Is international law, as Hans Kelsen argued, primitive and decentralized?
 Q5: Can states be bound by legal rules to which they have not given their consent? Why or why not?
 Q6: Is "soft law" a meaningful concept? Why or why not?

Week 3: Friday September 24

Theories of International Law

Required reading: Armstrong, chapter 3 (pg.74-120)

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

- Q1: What are the main principles and arguments of *realism* regarding international law?
 Q2: What are the main principles and arguments of *legal positivism* regarding international law?
 Q3: What are the main principles and arguments of *liberalism* regarding international law?
 Q4: What are the main principles and arguments of *legal process theory* regarding international law?
 Q5: What are the main principles and arguments of *constructivism* regarding international law?
 Q6: Which theory best explains the nature and role of international law in world politics? Why?

PART II: INTERNATIONAL LAW IN WORLD POLITICS**Week 4: Friday October 1***International Trade Law*

Required reading: Armstrong, chapter 7 (pg. 238-268)

*Guest speakers: Robert Brookfield, former Director General, and Rodney Neufeld, Senior Counsel, Trade Law Bureau, Global Affairs Canada. Please make an extra effort to attend today's seminar, as we are lucky to welcome these two experts.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

- Q1: What are the origins and main principles of international trade law?
 Q2: Describe the enforcement procedure for the World Trade Organization (WTO), and compare the organization to another international institution we have discussed this term.
 Q3: Does international trade law ultimately benefit rich countries, or all states?
 Q4: Does the promotion of international trade help or harm efforts to address climate change?
 Q5: Do states tend to comply with international trade law? Why, or why not?
 Q6: Why and how did the US seek to renegotiate NAFTA? Was Canada's response successful?

Week 5: Friday October 8*Human Rights: International and Regional Approaches*

Required reading: 1) Armstrong, chapter 5 (pg. 163-192); and 2) Michael G. Nyarko and Misha Ariana Plagis, "Supporting the Mandate of the African Court", African Human Rights Policy Papers, Nov. 2020.

*Guest Speaker: Prof Nicole De Silva – Challenges to the African Court on Human and People's Rights. Please make an extra effort to attend today's seminar, as we are lucky to welcome this guest expert.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

- Q1: What are some of the main principles and/or rules of international human rights law?
 Q2: Does international human rights law ultimately challenge state sovereignty or reaffirm it?
 Q3: Are human rights treaties difficult to implement in practice? Why or why not?

Q4: Which theory best explains state compliance with international or regional human rights law?
 Q5: Does the international human rights system ultimately reflect Western norms, or is it truly universal?
 Q6: What is the mandate of the African Court on Human and People's Rights, and how has this mandate been challenged recently?

Week 6: Friday October 15

The Environment, Oceans Law and the Arctic

Required reading: Armstrong, chapter 8 (pg. 270-96); and Currie pg. 286-90, 293, 297-302, 312, 319-22

*Guest Speaker: Alison Mitchell, Global Affairs Canada - Canada's Approach to the Arctic. Please make a particular effort to attend today's seminar, as it is a special opportunity to speak with this guest expert.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: Why has it proved so difficult for states to reach agreement on environmental issues?
 Q2: Does effective international environmental regulation require a world government, or can it be pursued within the existing international system?
 Q3: Is effective international environmental regulation compatible with free-market capitalism?
 Q4: What are some of the core principles or rules of the law of the sea, and how do they apply in the Arctic?
 Q5: Is the Arctic ultimately a site of state competition or international cooperation?
 Q6: How useful are realist, liberal and/or constructivist theories for understanding international environmental issues, and/or Canada's approach to the Arctic?

Week 7: Friday October 22

Detainees and the Law of Armed Conflict

Required reading: we will read a key case dealing with Canada's approach to Afghan detainees:
Amnesty International Canada v. Canada (Chief of the Defence Staff), 2008 FC 336.

*Guest Speaker: Catherine Gribbin, Senior Legal Advisor, IHL for the Canadian Red Cross. Please make an extra effort to attend today's seminar, as it is a special opportunity to speak with this guest expert.

Note: the Research Paper proposal is due by 5pm on Monday October 18. We will discuss your proposals in class this week. For students submitting Reading Reflections, they are due by 11 am on Friday. Recall that two reflections must be submitted before next week's reading break.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: What was the main legal issue in the Afghan detainee case, and how did the court address this issue?
 Q2: How, if at all, did international law affect Canada's conduct and policy regarding Afghan detainees?
 Q3: What are some of the main principles and/or rules of the international law of armed conflict, and how do they seek to protect captured individuals in war?
 Q4: What does the US treatment of individuals captured in the war against terrorism following 9/11 tell us about the power or limits of international law?

Q5: How useful are realist, liberal and/or constructivist theories for understanding whether the international law of armed conflict influences state conduct in war?

Q6: Since World War II, has international law constrained the occurrence and severity of armed conflict? How should we evaluate such questions?

Week 8: Reading Break – October 25 to 29

There are no classes this week

Week 9: Friday November 5

The Politics of International Criminal Law

Required reading: Armstrong, chapter 6 (pg. 193-236)

*Guest speaker: Prof Philipp Kastner, Senior Lecturer, University of Western Australia Law School. Please make an extra effort to attend today's seminar, as it is a special opportunity to hear from this expert.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: What are the origins and main principles of international criminal law?

Q2: Describe the three main international crimes: war crimes, crimes against humanity, and genocide.

Q3: Why was it so difficult to add aggression as the fourth international crime to the jurisdiction of the International Criminal Court (ICC)?

Q4: What is the principle of complementarity, and what does it mean for the work of the ICC?

Q5: What is the significance of the *Tadic* case for international criminal law and/or world politics?

Q6: Does it matter that most ICC cases so far have concerned African states?

Week 10: Friday November 12

The Use of Force by States

Required reading: 1) Armstrong, chapter 4 (pg. 125-160); and 2) Sean Richmond, "Unbound in War? International Law and Britain's Participation in the Korean War" (2020) 10/2 *Asian Journal of International Law* at 233-260.

*Guest Speaker: Mélanie Bejzyk, First Secretary (Political Affairs), Canada's Embassy in France. Please make an extra effort to attend today's seminar, as it is a special opportunity to speak with this expert.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: What does the United Nations Charter say about the use of force by states?

Q2: What does customary international law say about the use of force by states?

Q3: Describe the two main exceptions to the general prohibition on the use of force, and provide an example of each where states have sought to justify their military action abroad.

Q4: Is humanitarian intervention – i.e. the unilateral use of non-defensive force to prevent mass atrocity – legal? Why or why not?

Q5: Which theory best explains state (non?)compliance with the international law on the use of force?

Q6: How, if at all, did international law influence Britain's participation in the Korean War?

Week 11: Friday November 19

International Cooperation: Outer Space vs. the Arctic

Required reading: 1) Currie pg. 324-330; 2) Aaron Boley and Michael Byers, "US Policy Puts the Safe Development of Space at Risk", (9 Oct. 2020) 370 *Science* at 174-175; and 3) Michael Byers, "Cold, Dark, and Dangerous: International Cooperation in the Arctic and Space" (2019) 55 *Polar Record* at 32-47.

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: What are some of the main principles and/or rules of the law of Outer Space, and how are they challenged by recent US policy?

Q2: How are the Arctic and Outer Space similar, and how are they different?

Q3: Is Outer Space ultimately a site of state competition or international cooperation?

Q4: How useful are realist, liberal or constructivist theories for understanding state conduct and policy regarding Outer Space?

Q5: What, if anything, has Canada done recently to strengthen the regulation of Outer Space?

Week 12: Friday November 26

Conclusion: Law and Politics in an Evolving World Order

Required reading: Armstrong, chapter 9 (pg. 299-316)

Note: for students submitting Reading Reflections this week, they are due by 11 am on Friday.

Discussion Leads: 1. _____ 2. _____ 3. _____

Discussion Questions

Q1: Of the different topics and examples we have discussed, which one best illustrates the influence of international law in world politics? Why?

Q2: Of the different topics and examples we have discussed, which one best illustrates the limits or inequality of international law in world politics? Why?

Q3: What role has the World Health Organization played in addressing the COVID-19 global pandemic, and why have some states criticized its response?

Q4: Will international law play an increased or decreased role in the 21st century? Why?

Q5: Thinking about the numerous challenges facing the world today, what should Canada do, if anything, to better support the international rule of law?

Week 13: Friday December 3

No Regular Seminar – Work on Paper and/or Office Hour Questions

Note: because end-of-term can be challenging, there is no regular discussion today. Students can use this time to work on their Research Papers, and/or to speak with the instructor one-on-one.

*Remember that the Research Paper is due by 5pm on Wednesday December 8, 2021.

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: please contact 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

Religious obligation: contact me with any requests for 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 [click here](#).

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. 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, communicate 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 will be provided to students who compete or perform at the national or international level. 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: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Department Policy: The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>

REQUESTS FOR EXTENSIONS

In recent years, requests have been increasing for extensions that do not meet one of the recognized Academic Accommodation categories above. When responding to such requests, instructors aim to support the individual circumstances of each student, while also maintaining fairness to other students and academic integrity for our courses. Please keep this in mind if you are considering requesting an extension.

Such requests are determined by the instructor, who will confirm whether the request is granted and, if so, the length of the extension. For requests less than seven days, please complete the self-declaration form below, and submit it to the instructor *prior* to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Extensions longer than seven days will normally not be granted. In those extraordinary cases where more time is needed, the student must provide additional information to justify this (up to a maximum of 14 days).

PLAGIARISM

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

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