

**Course Outline**

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<b>COURSE:</b>	<b>LAWS 4605 A: International Law in International Politics</b>
<b>TERM:</b>	WINTER 2023
<b>PREREQUISITES:</b>	LAWS 2908 or PAPM 3000, LAWS 2601 and 4th year Honours Standing
<b>CLASS:</b>	<b>Day &amp; Time:</b> Tuesdays from 2:35 pm to 5:25 pm <b>Course Format:</b> Synchronous in-person seminar discussion. Students are expected to prepare in advance and participate.
<b>INSTRUCTOR:</b>	Dr Sean Richmond (He/Him)
<b>CONTACT:</b>	<b>Office:</b> D497 Loeb Building <b>Office Hrs:</b> Thursdays 2 pm - 4 pm or by appointment <b>Telephone:</b> 613-520-2600 x. 2082 <b>Email:</b> 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.

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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 courts; international human rights; 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 lead the group discussion by speaking for 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 the war in Ukraine. They will also discuss potential volunteer and employment opportunities in international law and international relations, to inspire students to think about their broader career aims.

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. child care responsibilities; less opportunity for connecting with each other and our support networks; possible financial hardship and mental health, etc.). As we navigate these challenges and do our best to learn together in-person this term, 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/studentssupport/wp-content/uploads/Student-Referral-Form-with-Map.pdf>

Further University statements on pandemic measures and student mental health are included later below.

### **TIPS FOR SUCCESSFUL LEARNING**

Juggling university studies with life can be challenging. So here are a few tips that will help you succeed:

**Stay on top of the course schedule:** attend the seminars, ask and reply to questions, take notes, and prepare in advance for the assignments. Regular attendance and participation are required, and will help you keep up with the material. This will also help you manage multiple courses and commitments.

**Engage with the material:** the readings are important, and form the basis of our discussions and the student Discussion Lead presentations (discussed below). The seminars will also include exciting guest speakers, practice problems, and advice about the assignments and exams. So stay engaged.

**Stay on top of the readings and reflections:** read the assigned readings in advance of the relevant seminar, and take notes or identify questions. There are three Reading Reflections – described below – to complete throughout the term that will help you stay caught up. Ensure you complete them.

**If you have questions, please ask!** I am happy to respond to thoughtful emails. If you need a more thorough explanation, you are warmly encouraged to connect during office hours or after class.

**Stay flexible and positive:** we are all adapting and doing our best to learn in-person together this year. But there may be unexpected challenges, and we will manage them together. I will provide regular updates, and flag any adjustments that need to be made. I am excited for a great term! I hope you are as well.

**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 will be available at the Carleton bookstore. E-version of chapters 1 and 3 will be available through library reserve (only two 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 will be 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*, 3rd ed. (Lynne Rienner, 2017).

**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 and 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 April 12 by 5 pm         | 45%           |

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

### 1. Attendance and Participation: worth 15% of final grade

To encourage a collaborative 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.

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.

### 2. Discussion Lead: worth 10% of final grade

To facilitate active learning and practice effective communication, students will select **one** week where they will lead 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 or four discussants per week. Think in advance about which week you would like to discuss.

Students are expected to speak for about 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 2 pm** on the Tuesday 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 by week 9 (Tuesday March 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 April 12**. 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 **5 pm on Friday February 17** before the Reading Break. 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 Tuesday February 28.

Students select a question from a list of four international legal topics. This list will be posted to Brightspace on Tuesday January 17. Alternatively, students can propose to research their own question, provided they discuss this first with me. Further information and evaluation criteria will be provided later in the term.

## **SEMINAR SCHEDULE**

Key Dates:

Monday January 9, 2023 – winter term starts

Monday February 20 to Friday February 24 – winter term break

Friday April 7 – Easter statutory holiday

Wednesday April 12 – winter term ends

Saturday April 15 to Thursday April 27 – 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: Tuesday January 10**

*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: Tuesday January 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 today. For students submitting Reading Reflections this week, they are due by 2 pm before the seminar starts.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Discussion Questions

Q1: What do we mean by “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: Tuesday January 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 2 pm today.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

## 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: Tuesday January 31***The Use of Force by States*

Required reading: 1) Armstrong, chapter 4 (pg. 125-160); 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; and 3) United Nations General Assembly Resolution ES-11/4, *Territorial integrity of Ukraine: defending the principles of the Charter of the United Nations*, 12 Oct. 2022, available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/630/66/PDF/N2263066.pdf?OpenElement>

Note: for students submitting Reading Reflections this week, they are due by 2 pm today.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

## Discussion Questions

Q1: What do the UN Charter and customary international law say about the use of force by states?

Q2: 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.

Q3: Is humanitarian intervention – i.e. the unilateral use of non-defensive force to prevent mass atrocity – legal? Why or why not?

Q4: Which theory best explains state (non?) compliance with the international law on the use of force?

Q5: How, if at all, did international law influence Britain’s participation in the Korean War?

Q6: What does the war in Ukraine tell us about the power or limits of international law?

Q7: What is the background and significance of the Uniting for Peace power of the UN General Assembly?

**Week 5: Tuesday February 7***The International Court of Justice and the War in Ukraine*

Require reading: 1) Ian Hurd, chapter 9 “The International Court of Justice” in *International Organizations: Politics, Law, Practice*, 4<sup>th</sup> ed. (Cambridge University Press 2021) at p. 219-252; and 2) Order for provisional measures from the ICJ on 16 March 2022, which is part of an ongoing case entitled *Allegations of Genocide Under the Convention on the Prevention and Punishment of the Crime of Genocide (Ukraine v. Russian Federation)*: <https://www.icj-cij.org/public/files/case-related/182/182-20220316-ORD-01-00-EN.pdf>

Note: for students submitting Reading Reflections this week, they are due by 2 pm today.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### Discussion Questions

Q1: What is the mandate and significance of the International Court of Justice?

Q2: What are the key provisions of the ICJ Statute?

Q3: What difference, if any, has the ICJ made in world politics and international law?

Q4: How should we measure the Court's success (or lack thereof)?

Q5: Describe what ICJ Advisory Opinions are and provide an example.

Q6: What is the background and significance of the ICJ's recent order in *Ukraine v. Russia*?

### Week 6: Tuesday February 14

#### *Detainees and the Law of Armed Conflict*

Required reading: 1) David Turns, "The Law of Armed Conflict", ch. 27 in Evans (ed.), *International Law*, available through Ares link on Brightspace; and 2) *Amnesty International Canada v. Canada (Attorney General)*, 2008 FC 336, available at: <https://decisions.fct-cf.gc.ca/fc-cf/decisions/en/55087/1/document.do>

Note: for students submitting Reading Reflections, they are due by 2 pm today. For everyone, the Research Paper proposal is due by 5 pm on Friday February 17. We will discuss your proposals in class in Week 8.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### Discussion Questions

Q1: 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?

Q2: What was the main legal issue in the Afghan detainee case, and how did the court address this issue?

Q3: How, if at all, did international law affect Canada's conduct and policy regarding Afghan detainees?

Q4: What does the treatment of prisoners in the Ukraine war tell us about the power or limits of international law in armed conflict?

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 7: Reading Break February 20-24

There are no classes this week

### Week 8: Tuesday February 28

#### *International Human Rights and the UN Commission Report on Ukraine*

Required reading: 1) Armstrong, chapter 5 (pg. 163-192); and 2) *Report of the Independent International Commission of Inquiry on Ukraine*, submitted to the UN General Assembly, 18 Oct. 2022, available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N22/637/72/PDF/N2263772.pdf?OpenElement>

Note: for students submitting Reading Reflections this week, they are due by 2 pm. Recall we will discuss your Paper Proposals today in class.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### 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 (non?) compliance with international human rights law?  
 Q5: Does the international human rights system ultimately reflect Western norms, or is it truly universal?  
 Q6: What is the background and significance of the Report of the Commission of Inquiry on Ukraine?

### Week 9: Tuesday March 7

#### *The Politics of International Criminal Law*

Required reading: 1) Armstrong, chapter 6 (pg. 193-236); 2) Sean Richmond et al. Introduction in *The Politics of International Criminal Law*, (Brill, 2021) at 1-24, available on Ares through Brightspace; and 3) Annual report of the International Criminal Court to the United Nations on its activities in 2021/22, 19 Aug. 2022, available at: [https://www.icc-cpi.int/sites/default/files/2022-10/A\\_77\\_305-EN.pdf](https://www.icc-cpi.int/sites/default/files/2022-10/A_77_305-EN.pdf)

Note: for students submitting Reading Reflections, they are due by 2 pm today. Recall that two of the three Reflections need to have been submitted by this week.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### Discussion Questions

- Q1: What are the origins and main principles of international criminal law?  
 Q2: Describe and provide an example of the four main international crimes: war crimes, crimes against humanity, genocide and aggression.  
 Q3: Why was it so difficult to add aggression 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: While law and politics interact at both the domestic and international level, is this interaction “particularly charged” in the field of international criminal law? Why or why not?  
 Q6: Does it matter that most ICC cases so far have concerned African states?  
 Q7: After twenty years of existence, how should we measure the success (or lack thereof) of the International Criminal Court?

### Week 10: Tuesday March 14

#### *International Trade Law*

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

Note: for students submitting Reading Reflections this week, they are due by 2 pm.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### 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 11: Tuesday March 21

#### *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

Note: for students submitting Reading Reflections this week, they are due by 2 pm today.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### 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: Do free-market capitalism and international trade harm or help international efforts to address climate change?

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 12: Tuesday March 28

#### *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 2 pm today.

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### 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 13: Tuesday April 4

#### *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 2 pm today. \*\*Remember that the Research Paper is due by 5 pm on Wednesday April 12.\*\*

Discussion Leads: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### 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?

## **UNIVERSITY STATEMENT ON PANDEMIC MEASURES**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible.

Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## **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:** 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 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](mailto: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, 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 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: <https://carleton.ca/registrar/academic-integrity/>.

## **UNIVERSITY 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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **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/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

<b>Winter 2023 Sessional Dates and University Closures</b>	
<i>Please find a full list of important academic dates on the calendar website:</i> <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 9, 2023</b>	Winter term begins.
<b>January 20, 2023</b>	Last day for registration and course changes (including auditing) in full winter and late winter courses.
<b>February 20, 2023</b>	Statutory holiday. University closed.
<b>February 20-24, 2023</b>	Winter break. No classes.
<b>March 15, 2023</b>	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
<b>April 7, 2023</b>	Statutory holiday. University closed.
<b>April 12, 2023</b>	Winter term ends. Last day of full winter, late winter, and fall/winter classes.
<b>April 15-27, 2023</b>	Final examinations in full winter, late winter, and fall/winter courses will be held.
<b>April 27, 2023</b>	All final take-home examinations are due on this day.