

**Course Outline**

---

**COURSE:** LAWS 5603W/INAF 5505F - International Law: Theory and Practice

**TERM:** FALL 2023

**CLASS:** **Day & Time:** Wednesdays from 11:35 am to 2:25 pm  
Rm. Loeb D492

**Format:** In-person seminar discussion. Attendance and participation are mandatory.

**INSTRUCTOR:** Dr Sean Richmond (He/Him)

**CONTACT:** **Office:** D497 Loeb Building  
**Office Hrs:** 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.

---

**COURSE DESCRIPTION**

This interdisciplinary seminar examines some of the key theories and methods associated with the subject and study of public international law. It also explores how debates about these theories and methods arise in a number of contemporary and historical issue areas, such as the use of military force by states, international criminal law, and struggles for self-determination. With these aims in mind, the course analyzes some of the different ways scholars and practitioners have understood and explained what international law is, how it operates and changes, who it benefits, and how it should be studied. Examples of perspectives that are discussed include positivism, natural law, international relations approaches, feminist and Marxist assessments, and Third-World and post-colonial views.

The course is aimed at graduate students who have pre-existing knowledge of international law and/or international affairs. 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 two weeks where they will present and lead the group discussion, and two other weeks where they will act as respondents to these presentations.

Throughout the semester, we will analyze how international law shapes international politics and, conversely, how international politics affects international law. To this end, topics will be examined from a legal, political and historical perspective. Practice problems, court cases, and 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 theories, methods, principles and topics that are discussed; and of the different ways that international law is understood and studied.
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 global affairs, the inequalities associated with it, and how it can shape one's future research.
4. Read, summarize and analytically evaluate international cases and United Nations resolutions.
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.

### **LEARNING AND TEACHING CHALLENGES**

Throughout the term, please remember that the long-term effects of the COVID-19 pandemic highlighted potential learning and teaching challenges for students, instructors and Teaching Assistants (e.g. possible child and elder care responsibilities; less opportunity for connecting with each other and our support networks; potential financial hardship and mental health, etc.). As we navigate this term and learn together in-person, 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, your TA, or the many other support services provided by Carleton: <https://wellness.carleton.ca/>

Further University statements on 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. 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 two 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 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**

Many of our readings will come from these two books, which are available online through the library:

- 1) Anne Orford and Florian Hoffman (eds.), *The Oxford Handbook of The Theory of International Law* (Oxford University Press, 2016).
- 2) Bardo Fassbender and Anne Peters (eds.), *The Oxford Handbook of the History of International Law* (Oxford University 2012).

For additional doctrinal and interdisciplinary perspectives, we will also use:

- 3) John H. Currie. *Public International Law*, 2nd ed. (Irwin Law, 2008). Hard copy will be available from the Carleton bookstore. E-version has also been requested at library reserve.

Other readings and cases will be available through the Carleton library, Brightspace, or online.

**SUPPLEMENTARY TEXTS**

For further information on the course topics and resources for completing the assignments, the above books often 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).
- James Crawford & Martti Koskeniemi (eds.). *The Cambridge Companion to International Law* (CUP, 2012).
- 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 seminar will be evaluated as follows:

- |  |               |
|--|---------------|
| 1. Attendance and Participation                        | 20%           |
| 2. Discussion Lead – students select two weeks         | 20% (2 x 10%) |
| 3. Two Reading Reflections – students select two weeks | 20% (2 x 10%) |
| 4. Research Paper – due Friday December 8 by 5 pm      | 40%           |

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

**1. Attendance and Participation: worth 20% of final grade**

To encourage a collaborative and rewarding 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.

As part of your engagement, for our first three seminars please identify and share in class an international legal story that you have seen recently reported in the Canadian or world news. Be prepared to discuss the theoretical or methodological aspects of the story you share.

Attendance in this seminar 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 20% of final grade**

To facilitate active learning and practice effective communication, students will select **two** weeks where they will lead the group seminar discussion. The Discussion Lead sign-up sheet will be completed in the first week of term. We will have one or two discussants per week. Students are expected to speak for about 20 minutes on a question related to the week's topic and readings. These Discussion Questions will be listed on Brightspace under each week's topic heading. Students can select one of these questions, one of the issues posed in a relevant reading, or another related question they wish to explore. To inspire impressions of the material, review the Discussion Questions before completing the readings.

Depending on their interests, students are free to conduct additional research for their presentations, but are not required to do so. 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/or methodological significance of their question, and can connect this issue with broader themes in the course.

To encourage class interaction and peer learning, students will also sign up for two weeks where they will act as Respondents to the Discussion Lead presentations. Respondents will comment for 5-10 minutes about the presentation (e.g. did you agree or disagree? Why? What are the theory or method implications?), and link the talk to other relevant ideas or examples (e.g. does it challenge or support them?). Responses will not be graded, but will contribute to one's participation. Further information will be provided in class.

### 3. Two Reading Reflections: worth 20% of final grade (2 x 10% each):

To provide students with ongoing assessment and a chance to analytically engage with the course material, **two** short written reflections will be submitted on the assigned readings. Each reflection should be around 800 words long, typed in 12-point font, double spaced, and submitted as a Word file through Brightspace. Additional research beyond the readings is not required. You can use footnotes, or brief references in the text (e.g. "Scholar A defines theory B as...", or "Section W of treaty Z provides that...").

The reflections are **due by 11 am** on the Wednesday 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 will be completed in our first class. To provide flexibility and accommodate people's different schedules, students can choose the two weeks that work best for them. However, to help manage student workload and minimize end-of-term stress, one reflection must be submitted by Wednesday October 18. Students can complete a reflection in the same week that they are a Discussion Lead, or in 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 and what question it answers; whether you agree with this thesis 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 nature of international law and how it should be studied, 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 theory A or method B 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 or United Nations resolution, identify the main legal issue (e.g. what question did the court or UN address and why?), summarize the law that applied to this issue, and analyze how the court reasoned or the UN body voted, and what the case or resolution tell us about the role or limits of international law in international politics. Further information will be provided in class.

### 4. Research Paper: worth 40% 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 4,500 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 Friday December 8.** Absent prior approval, papers submitted past the due date will incur a late penalty of -2 marks (out of 40) 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 help students in their research and time management, a one-page research paper **proposal** is due beforehand by **5 pm on Friday October 20** before the Reading Break. This proposal should include a 300-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 eight scholarly and/or primary sources. It will be evaluated on a Pass/Fail basis. We will discuss your research proposals in our seminar on Wednesday November 1.

To support students in their respective research interests and graduate studies, seminar participants are encouraged to propose their own research question, provided they get approval for this through the paper proposal. Alternatively, students can chat with me to help identify a question. Further information and evaluation criteria will be provided later in the term.

## **SEMINAR SCHEDULE**

### Key Dates:

Wednesday September 6, 2023 – Fall term classes begin

October 23 - 27, 2023 – Fall Reading Break – No Classes

December 8, 2023 – Last day of Fall classes

December 10 – 22, 2023 – Formally scheduled final exams

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

### **Week 1: Wednesday September 6**

#### *Introduction*

Required reading: the course syllabus

Note: we will discuss the course aims and syllabus. Students will introduce themselves, and sign up for two Discussion Leads, two Respondents, and two Reading Reflections.

### **Week 2: Wednesday September 13**

#### *Theories and Foundations*

Required reading: 1) Currie, chapter 1: The Nature and Origins of Public International Law at pg. 1-19; 2) Anne Orford and Florian Hoffman, "Introduction: Theorizing International Law", in Orford and Hoffman at pg.1-20; 2); 3) Tom Ginsburg and Gregory Shaffer, "How Does International Law Work?", in *The Oxford Handbook of Empirical Legal Research*, edited by Peter Cane and Herbert M. Kritzer (OUP, 2013) at 753-784; 4) *The Economist*, "A wave of international rule-making threatens Caribbean tax havens" 21 Aug. 2023, available at: <https://www.economist.com/the-americas/2023/08/21/a-wave-of-international-rule-making-threatens-caribbean-tax-havens>; and 5) *Situation in Ukraine: ICC judges issue arrest warrants against Vladimir Vladimirovich Putin and Maria Alekseyevna Lvova-Belova*, 17 March 2023, available at: <https://www.icc-cpi.int/news/situation-ukraine-icc-judges-issue-arrest-warrants-against-vladimir-vladimirovich-putin-and>

Note: For students submitting Reading Reflections this week, they are due by 11 am today. For our first three seminars, please identify and share in class an international legal story that you have seen recently reported in the Canadian or world news. The fourth and fifth short readings above are examples of what can be used. Be prepared to discuss the theoretical or methodological aspects of the story you share.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

**Week 3: Wednesday September 20***Sources and Histories*

Required reading: 1) Currie, chapter 3: Sources of International Law at pg. 80-121 and chapter 4: The Law of Treaties at pg.123-167; 2) Bardo Fassbender and Anne Peters, "Introduction: Towards a Global History of International Law", in Fassbender and Peters at pg. 1-26; 3) Teemu Ruskola, "China in the Age of the World Picture", in Orford and Hoffman at pg. 138-155; and 4) Ken Coates, "North American Indigenous Peoples' Encounters", in Fassbender and Peters at pg.787-812.

Note: for students submitting Reading Reflections this week, they are due by 11 am today. Remember to share in class an international legal story that you have seen recently reported in the news.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

**Week 4: Wednesday September 27***International Legal Actors and Approaches*

Required reading: 1) Currie, chapter 2: International Legal Personality at pg. 21-40 and 56-79; 2) Gerry Simpson, "Something to Do with States", in Orford and Hoffman at pg.564-582; 3) Jan Klabbbers, "Theorizing International Organizations", in Orford and Hoffman at pg.618-634; and 4) Order for provisional measures from the International Court of Justice 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, they are due by 11am. Remember to share in class an international legal story that you have seen recently reported in the news.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

**Week 5: Wednesday October 4***The Use of Force and Armed Conflict*

Required reading: 1) Currie, chapter 11: The Use of Force in International Relations at pg. 286-90, 293, 297-302, 312, 319-22; 2) Frédéric Mégret, "Theorizing the Laws of War", in Orford and Hoffman at pg.762-778; 3) 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 4) 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 11 am.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

**Week 6: Wednesday October 11***International Relations and Qualitative Approaches*

Required reading: 1) Filipe Dos Reis and Oliver Kessler, "Constructivism and the Politics of International Law", in Orford and Hoffman at pg.344-364; 2) Oliver Jutersonke, "Realist Approaches to International Law", in Orford and Hoffman at pg.327-343; 3) David Armstrong, Theo Farrell, and Hélène Lambert.



Chapters 1 and 3 in *International Law and International Relations*, 2nd ed. (Cambridge University Press, 2012), E-version on library reserve; and 4) Lisa Webley, "Qualitative Approaches to Empirical Legal Research", in *The Oxford Handbook of Empirical Legal Research*, edited by Cane and Kritzer (OUP, 2013) at 926-950.

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

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 7: Wednesday October 18**

#### *International Criminal Law*

Required reading: 1) Currie, chapter 5: Customary International Law at pg. 185-199 and chapter 6: Reception of International Law in Domestic Law at pg. 218-261; 2) Sarah Nouwen, "International Criminal Law: Theory All Over the Place", in Orford and Hoffman at pg.738-761; 3) Holly Cullen, Philipp Kastner and Sean Richmond, "Introduction" in *The Politics of International Criminal Law*, (Brill, 2021) at 1-24, available on Ares through Brightspace; and 4) 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 this week, they are due by 11 am. Recall that one reading reflection needs to be submitted by today, and the Research Paper proposal is due by 5 pm on Friday October 20. We will discuss your proposals in class in Week 9 after Reading Break.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 8: Reading Break**

There are no classes this week

### **Week 9: Wednesday November 1**

a) *International Cooperation: Outer Space vs. the Arctic*

b) *Discuss Research Paper Proposals*

Required reading: 1) Currie, chapter 7: States and Territory at pg. 265-281 and 312-330; 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: we will discuss your research paper proposals today in class. Please ensure you have submitted them beforehand so I can share them with the class for peer input and discussion during our seminar.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 10: Wednesday November 8**

#### *International Human Rights and Empirical Research*

Required reading: 1) Currie, chapter 10: International Protection of Human Rights at pg.412-431; 2) D.J. Galligan, "Legal Theory and Empirical Research", in *The Oxford Handbook of Empirical Legal Research*, edited by Cane and Kritzer (OUP, 2013) at 976-1001; 3) Linda Camp Keith, "Human Rights Instruments", in *The Oxford Handbook of Empirical Legal Research*, edited by Cane and Kritzer (OUP, 2013) at 353-375;

and 4) *United Nations Declaration on the Rights of Indigenous Peoples*, 13 Sept. 2007: [https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

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

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 11: Wednesday November 15**

*Thinking and Doing International Law*

Required reading: 1) Robert Howse, "Schmitt, Schmittianism, and Contemporary International Legal Theory", in Orford and Hoffman at pg.212-230; 2) Umut Özsu, "Organizing Internationally: Georges Abi-Saab, the Congo Crisis, and the Decolonization of the United Nations" 31 (2020) *European Journal of International Law* at pg.601–619; and 3) *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 11 am today.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 12: Wednesday November 22**

*Critical Approaches*

Required reading: 1) Robert Knox, "Marxist Approaches to International Law", in Orford and Hoffman at pg.306-326; 2) Dianne Otto, "Feminist Approaches to International Law", in Orford and Hoffman at pg.488-504; 3) Jason Beckett, "Creating Poverty", in Orford and Hoffman at pg.985-1010; and 4) Anthony Anghie, "Imperialism and International Legal Theory", in Orford and Hoffman at pg.156-172.

Note: for students submitting Reading Reflections, they are due by 11 am.

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

### **Week 13: Wednesday November 29**

*Interaction or Imposition?*

Required reading: 1) Matthew Craven, "Colonialism and Domination", in Fassbender and Peters at pg.862-889; 2) Arnulf Becker Lorca, "Eurocentrism in the History of International Law", in Fassbender and Peters at pg.1034-1057; 3) Arthur Eyffinger, "Diplomacy", in Fassbender and Peters at pg. 813-839; and 4) Jutta Brunnee and Stephen Toope, "Interactional international law: an introduction", *International Theory* (CUP, 2011) 3:2 at pg. 307–318, available at:

[https://www.law.utoronto.ca/sites/default/files/documents/brunnee/B\\_T-Intro.php.pdf](https://www.law.utoronto.ca/sites/default/files/documents/brunnee/B_T-Intro.php.pdf)

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

\*\*Remember that the Research Paper is due by 5 pm on Friday December 8.\*\*

Discussion Leads: 1. \_\_\_\_\_

Respondents: 1. \_\_\_\_\_

**Week 14: Wednesday December 6**

*No Regular Seminar*

Students can work on their research papers or discuss them with me via Zoom or office hours.

## **University and Departmental Policies**

### **DEPARTMENT POLICIES AND REGULATIONS**

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

### **PLAGIARISM**

Plagiarism is 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, lab 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 Artificial Intelligence 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. Penalties are not trivial. They can include a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **GENERATIVE ARTIFICIAL INTELLIGENCE (e.g. ChatGPT)**

Unless explicitly permitted by the instructor in a particular course either generally or for a specific assignment, any use of generative Artificial Intelligence tools to produce assessed content is a violation of academic integrity standards.

### **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**

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form that can be found at: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

**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/>.

**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 and your TA *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).

### **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>