

Course Outline

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| COURSE: | LAWS 4606 A: International Law of Armed Conflict |
| TERM: | WINTER 2024 |
| PREREQUISITES: | LAWS 2908 or PAPM 3000, LAWS 2601 and fourth-year Honours standing. |
| CLASS: | Day & Time: Mondays from 11:35 am to 2:25 pm |
| | Course Format: Synchronous in-person seminar discussion. Students are expected to prepare in advance and participate. |
| INSTRUCTOR: | Dr Sean Richmond (He/Him) |
| CONTACT: | 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.

CALENDAR DESCRIPTION

UN Charter prohibition of the use of force. Exceptional, permissible uses of armed force. Role of Security Council in determining legality of armed intervention. Collective security, peacemaking, peacekeeping, neutrality, prohibited means of warfare. Humanitarian International Law, Geneva Red Cross Conventions, war crimes, International Criminal Court.

COURSE DESCRIPTION

This interdisciplinary seminar examines key theories of the nature, role and limits of international law leading up to and during 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 prevention and use of military force by states; the responsibility of the United Nations in maintaining peace; the conduct of war and treatment of soldiers and civilians; the work of the International Committee of the Red Cross; and international criminal law.

The seminar is aimed at fourth-year undergraduate students who have pre-existing knowledge of public international law and world 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 a week where they will lead the group discussion by speaking for 15 minutes on a question related to that week's topic and readings.

Throughout the semester, we will analyze how international law regulates armed conflict and, conversely,

how war affects international law. With this in mind, 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 armed conflict and international security. Finally, exciting guest speakers from government and civil society have been invited to provide additional insight on cutting-edge issues such as cyberwar crimes and the conflict in Ukraine. They will also discuss potential volunteer and employment opportunities in international law, to inspire students to think about their 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 armed conflict.
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 leading up to and during war, and the inequalities associated with it.
4. Read, summarize and analytically evaluate judicial cases and advisory opinions that involve international law and armed conflict.
5. Research and construct thoughtful, evidence-based arguments about questions of international law, peace and war, 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 and instructors (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 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 for purchase at the university bookstore. Copies of both have also been requested at library reserve.

- 1) Yoram Dinstein. *War, Aggression and Self-Defence*, 6th ed. (Cambridge University Press, 2017); and
- 2) Yoram Dinstein. *The Conduct of Hostilities under the Law of International Armed Conflict*, 4th ed. (Cambridge University Press, 2022).

For additional perspectives, we will also use chapters from the following two handbooks which are available to download electronically through the university library:

- 3) Marc Weller (ed.), *The Oxford Handbook of the Use of Force in International Law* (Oxford University Press, 2015); and
- 4) Andrew Clapham and Paola Gaeta (eds.), *The Oxford Handbook of International Law in Armed Conflict* (Oxford University Press, 2014).

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 readings in the books above include many additional references (e.g. in their footnotes) that can be consulted. 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). Available through the university bookstore.

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

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).

Travers McLeod. *Rule of Law in War* (Oxford University Press, 2015).

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

Sean Richmond. *Unbound in War? International Law in Canada and Britain's Participation in the Korean War and Afghanistan Conflict* (University of Toronto Press, 2021). Available at the bookstore.

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:

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| 1. Attendance and Participation | 15% |
| 2. Discussion Lead – students select one week | 15% |
| 3. Two Reading Reflections – students select two weeks | 30% (2 x 15%) |
| 4. Research Paper – due Wednesday April 10 by 5 pm | 40% |

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 15% 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 two or three discussants per week.

Students are expected to speak for about 15 minutes on a question related to the week's topic and readings. These Discussion Questions are listed in the weekly seminar schedule on Brightspace. Students can select one of these questions, or an issue highlighted in an assigned reading, 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. Two Reading Reflections: worth 30% of final grade (2 x 15% 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 readings. Each reflection should be around 700 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 Monday 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 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 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 week 6 (Monday February 12) before reading break. Students are free to complete a reflection in the same week that they are a Discussion Lead, or in two 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 war, 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 broader implications e.g. about the nature of international law or the inequalities associated with it. If the readings include a judicial case, 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 or limits of international law in global or domestic 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 in armed conflict, 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 10**. 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 support students in their research and time management, a one-page research paper **proposal** is due by **5 pm on Friday February 16** 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 Monday February 26.

Students select a question from a list of four international legal topics. This list will be posted to Brightspace on Monday January 15. Alternatively, students can research their own question if they discuss this first with me. Further information and evaluation criteria will be provided later in the term.

SEMINAR SCHEDULE

Key Dates:

Monday January 8, 2024 – Winter term classes begin

February 19 - 23, 2024 – Winter Reading Break – No Classes

April 10, 2024 – Last day of Winter classes

April 13 – 25, 2024 – Formally scheduled final exams

Please note that the following schedule may change slightly as the term progresses. Any changes (e.g. with guest speakers) will be announced via Brightspace and in the seminar.

PART 1: *JUS AD BELLUM* - INTERNATIONAL LAW ON USE OF MILITARY FORCE**Week 1: Monday January 8, 2024**

Introduction

Required reading: 1) the course syllabus

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

Week 2: Monday January 15

The Problem of War: Theories and Histories

Required reading: 1) Weller, ch. 1 "Introduction: International Law and the Problem of War", in *Oxford Handbook of the Use of Force in International Law*; and 2) Dinstein ch. 3 "A historical perspective on the legal status of war", in *War, Aggression and Self-Defence*.

Case Study: The United States Law of War Manual

See: 1) United States Department of Defence, *Law of War Manual*, June 2015 (Updated July 2023, 1,254 pages), at p.2-8, 44-48, 67-77, available at: <https://media.defense.gov/2023/Jul/31/2003271432/-1/-1/0/DOD-LAW-OF-WAR-MANUAL-JUNE-2015-UPDATED-JULY%202023.PDF>

Note: the questions and instructions for the Research Paper will be released today. For students submitting Reading Reflections this week, they are due by 11 am before the seminar starts.

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

Week 3: Monday January 22

The Nature of War and (Ir)relevance of Law

Required reading: 1) Dinstein ch. 1 “Armed Conflict, War and Neutrality” in *War, Aggression and Self-Defence*; 2) James Crawford and Rowan Nicholson, ch. 4 “The Continued Relevance of Established Rules and Institutions Relating to the Use of Force”, in *Oxford Handbook of the Use of Force in International Law*, and 3) Michael J. Glennon, ch. 3 “The Limitations of Traditional Rules and Institutions Relating to the Use of Force”, in *Oxford Handbook of the Use of Force in International Law*.

Case Study: Canada and the Iraq War

See: 1) John Boileau, “Canada and the Iraq War”, *Canadian Encyclopedia*, Dec. 2023, two pages: <https://www.thecanadianencyclopedia.ca/en/article/canada-and-the-iraq-war>; 2) *CBC News*, Rosemary Barton Live, 19 March 2023, 4 minute interview, “Chrétien reflects on decision to keep Canada out of Iraq War”: <https://www.cbc.ca/player/play/2183952451786>; and 3) Declassified *Memorandum for the Prime Minister: Policy on Iraq*, 14 Aug. 2002, four pages, Privy Council Office: <https://declassified.library.utoronto.ca/items/show/161340#lg=1&slide=0>

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

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

Week 4: Monday January 29

The (Il)legality of War: Prohibitions and Patriarchy

Required reading: 1) Dinstein ch. 4 “The Contemporary Prohibition of the Use of Inter-State Force” in *War, Aggression and Self-Defence*; and 2) Gina Heathcote, ch. 5 “Feminist Perspectives on the Law on the Use of Force” in *Oxford Handbook of the Use of Force in International Law*.

Case Study: Women in War

See: 1) Sarah Percy, “Forgotten Warriors: A History of Women on the Front Line”, 50 minute presentation, 2023: <https://www.youtube.com/watch?v=YDjpE-Ylx4>; and 2) Ashley Burke, “Half of military sex offence cases never transferred to civilian police, despite government order”, *CBC News*, 22 Nov. 2023: <https://www.cbc.ca/news/politics/military-sexual-offence-cases-50-percent-not-transferred-civilians-1.7036266>

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

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

Week 5: Monday February 5

The Crime of Aggression

Required reading: 1) Dinstein ch. 5 “The Crime of Aggression” in *War, Aggression and Self-Defence*; 2)

Sean Richmond “The Crime of Aggression: Shifting Authority for International Peace?”, in *International Criminal Law in Context*, edited by Philipp Kastner (Routledge, 2017) 346 pages, at 149-169, available on library reserve; and 3) Sean D. Murphy, ch. 24 “The Crime of Aggression at the International Criminal Court”, in in *Oxford Handbook of the Use of Force in International Law*.

Case Study: Judgment at Nuremberg and Tokyo

See: 1) *The Nuremberg Trials*, National WWII Museum:

<https://www.nationalww2museum.org/war/topics/nuremberg-trials>

2) “Judgment at Nuremberg verdict”, 6 min. clip: <https://www.youtube.com/watch?v=N3BwK51YFgQ>; and

3) “Can trials heal the wounds of war?”, *The Economist*, 16 Nov. 2023:

<https://www.economist.com/culture/2023/11/16/can-trials-heal-the-wounds-of-war>

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

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

Week 6: Monday February 12

Exception #1 to the Prohibition of the Use of Force: Self-Defence

Required reading: 1) Dinstein ch. 7 “The Concept of Self-Defence” in *War, Aggression and Self-Defence*; and 2) Sir Michael Wood, ch. 28 “Self-Defence and Collective Security: Key Distinctions” in *Oxford Handbook of the Use of Force in International Law*.

Case Study: Russia’s War in Ukraine

See: 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 11 am. For everyone, the Research Paper proposal is due by 5 pm on Friday February 16 before the Reading Break. We will discuss your proposals in class on Monday February 26 following the break.

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

Week 7: Reading Break February 19-23

There are no classes this week

Week 8: Monday February 26

Exception #2 to the Prohibition of the Use of Force: Collective Security

Required reading: 1) Dinstein ch. 10 “Collective Security” in *War, Aggression and Self-Defence*; and 2) Vaughan Lowe, et al. (eds.), ch. 1 “Introduction”, in *The United Nations Security Council and War* (Oxford University Press, 2010), available online through Carleton library.

Case Studies: The Korean War vs. Ukraine War

See: 1) 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, available through university library online; and 2) 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 today. Recall we will discuss your Paper Proposals today in class.

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

PART II: *JUS IN BELLO* - INTERNATIONAL LAW OF ARMED CONFLICT

Week 9: Monday March 4

The Framework and Key Principles of ILAC

Required readings: 1) Dinstein, ch. 1 “The General Framework” and ch. 2 “Lawful Combatancy” in *The Conduct of Hostilities*; and 2) Nils Melzer, “The Principle of Distinction Between Civilians and Combatants”, ch. 12 in *The Oxford Handbook of ILAC*.

Case Study: International Committee of the Red Cross

See: 1) Jakob Kellenberger, ch. 2 “The Role of the International Committee of the Red Cross” in *The Oxford Handbook of ILAC*; and

2) ICRC, “Broken Cities”, 3D photo exhibit of war-damaged buildings in Syria, Iraq and Gaza:

<https://broken-cities.icrc.org/>

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

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

Week 10: Monday March 11

Protection of Civilians and Civilian Objects

Required readings: 1) Dinstein, ch. 5 “Protection from attack of civilians and civilian objects” and ch. 6 “Persons Entitled to Special Protection” in *The Conduct of Hostilities*; and 2) Christine Chinkin, ch. 27 “Gender and Armed Conflict” in *The Oxford Handbook of ILAC*.

Case Study: Israel-Gaza Crisis

See: 1) UN, “Israel-Gaza Crisis”: <https://www.un.org/en/situation-in-occupied-palestine-and-israel/>;

2) Nanjala Nyabola, “In Defence of International Law”, *Al Jazeera*, 10 Nov. 2023:

<https://www.aljazeera.com/opinions/2023/11/10/in-defence-of-international-law/>; and

3) UNRIC, “Israel-Palestine: The Role of International Justice”:

<https://unric.org/en/israel-palestine-the-role-of-international-justice/>

Week 11: Monday March 18

Means and Methods of Warfare

Required readings: 1) Dinstein, ch. 3 “Prohibited weapons” and ch. 4 “Lawful targets of attack” in *The Conduct of Hostilities*.

Case Study: Cyberwar crimes

1) Karim A.A. Khan, ICC Prosecutor, “Technology Will Not Exceed Our Humanity”:

<https://digitalfrontlines.io/2023/08/20/technology-will-not-exceed-our-humanity/>; and

2) Kenneth Chan Yoon Onn, “The Prosecutor’s New Policy on ‘Cyber Operations’ before the ICC (and its Implications for Ukraine): Some Preliminary Reflections”, *EJIL Talk!*, 23 Sept. 2023:

<https://www.ejiltalk.org/the-prosecutors-new-policy-on-cyber-operations-before-the-international-criminal-court-and-its-implications-for-ukraine-some-preliminary-reflections/>

Week 12: Monday March 25

Accountability for Violations in War: International Criminal Law

Required reading: 1) Dinstein, ch. 10 “War Crimes, Orders, Command Responsibility and Defences”, in *The Conduct of Hostilities*; and 2) Ian Hurd, “The International Criminal Court”, in *International Organizations* (Cambridge University Press) available through Ares on Brightspace.

Case Study: ICC Arrest Warrant for Vladimir Putin

See: 1) *Annual report of the International Criminal Court to the United Nations on its activities in 2022/23*, 21 Aug. 2023: https://www.icc-cpi.int/sites/default/files/2023-10/A_78_322-EN.pdf; and

2) *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, they are due by 11 am today.

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

Week 13: Monday April 1

The Future of War: Democratic Peace or Killer Robots?

Required reading: 1) United Nations Secretary-General António Guterres, “A New Agenda for Peace”, policy brief, July 2023, available at: <https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-new-agenda-for-peace-en.pdf>; and 2) Mary Wareham, “Protect Humanity from Killer Robots”, *Human Rights Watch*, <https://www.hrw.org/news/2023/10/06/protect-humanity-killer-robots>

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

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

Week 14: Monday April 8

No Class – this time can be used to work on your paper and/or chat with me if you have any questions. Recall the paper is due on Wednesday April 10 by 5 pm.

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 more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca 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>