

## **Course Outline**

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<b>COURSE:</b>	<b>LAWS 4606 A: International Law and Armed Conflict</b>
<b>TERM:</b>	WINTER 2026
<b>PREREQUISITES:</b>	LAWS 2908 or PAPM 3000, LAWS 2601 and fourth-year Honours standing.
<b>CLASS:</b>	<b>Day &amp; Time:</b> Fridays from 11:35 am to 2:25 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 3 pm - 5 pm or by appointment <b>Telephone:</b> 613-520-2600 x. 2082 <b>Email:</b> <a href="mailto:sean.richmond@carleton.ca">sean.richmond@carleton.ca</a>

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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### **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.

### **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 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 together. If unexpected challenges arise, 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 the following two required books:

1) Christian Henderson. *The Use of Force and International Law*, 2<sup>nd</sup> ed. (Cambridge Univ. Press, 2023), available through the university bookstore and library reserve. This text is also available to purchase at \$53 on [Amazon.ca](https://www.amazon.ca)

2) Emily Crawford and Alison Pert. *International Humanitarian Law*, 3<sup>rd</sup> ed. (Cambridge Univ. Press, 2024), available through the university bookstore and library reserve. This text is also available to purchase at \$63 on [Amazon.ca](https://www.amazon.ca)

In addition, some of our required readings will come from these three handbooks, which are available to read online through the [Carleton University Library](https://www.carleton.ca/library):

1) Marc Weller (ed.). *The Oxford Handbook of the Use of Force in International Law* (Oxford University Press, 2015);

2) Andrew Clapham and Paola Gaeta (eds.). *The Oxford Handbook of International Law in Armed Conflict* (Oxford University Press, 2014); and

3) Julian Lindley-French and Yves Boyer (eds.). *The Oxford Handbook of War* (Oxford Univ. 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:

Payam Akhavan. *Reducing Genocide to Law: Definition, Meaning, and the Ultimate Crime* (Cambridge University Press, 2012).

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).

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 online through the library.

## **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                        | 20%           |
| 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 8 by 11 pm     | 35%           |

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 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 participation grade. Examples of helpful contributions include applying legal rules to case studies, comparing how and why different scholars agree or disagree, identifying the broader issues and assumptions in our discussions, and responding to the ideas of your peers.

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 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 Friday seminar in which the readings will be discussed. To be fair to other students, and because the submission schedule is already flexible, late submissions will be penalized by -0.5 (out of 15) per hour past the deadline.

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 8 (Friday February 27). 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 35% 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 2,200 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 11 pm on Wednesday April 8**. Absent prior approval, papers submitted past the due date will incur a late penalty of -2 marks (out of 35) 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 **11 pm on Wednesday February 25** after the reading week 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 our seminar on Friday February 27.

Students select a question from a list of four international legal topics. This list will be posted to Brightspace on Friday January 16. 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 5, 2026 – winter term starts

Monday February 16 – Family day holiday

Monday February 16 to Friday February 20 – winter reading break

Wednesday April 8 – winter term ends

Saturday April 11 to Thursday April 23 – Exam period

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

#### **PART 1: *JUS AD BELLUM* - INTERNATIONAL LAW ON THE USE OF FORCE**

##### **Week 1: Friday January 9**

###### *Introduction*

Required reading: 1) the course syllabus; and 2) Christian Henderson, "Introduction", in *The Use of Force and International Law*, 2<sup>nd</sup> ed. (Cambridge Univ. Press, 2023).

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

##### **Week 2: Friday January 16**

###### *The Problem of War: Theories and Histories*

Required reading: 1) Marc Weller, "Introduction: International Law and the Problem of War", in *Oxford Handbook of the Use of Force in International Law*, library online; 2) Julian Lindley-French and Yves Boyer, "Introduction", in *The Oxford Handbook of War*, library online; 3) Lawrence Freedman, ch. 1

"Defining War", in *The Oxford Handbook of War*; and 4) Randall Lesaffer, ch. 1 "Too Much History: From War as Sanction to the Sanctioning of War", in *Oxford Handbook of the Use of Force in International Law*.

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: Friday January 23

*The Nature of War and (Ir)relevance of Law*

Required reading: 1) Serge Sur, ch. 8 "The Evolving Legal Aspects of War", in *Oxford Handbook of War*; 2) Paul Schulte, ch. 7 "Morality and War", in *Oxford Handbook of War*; 3) Michael 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 IL*; and 4) James Crawford, 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 IL*.

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: Friday January 30

There is no class today because I am away this week.

### Week 5: Friday February 6

*The (Il)legality of War: Prohibitions and Patriarchy*

Required reading: 1) Christian Henderson, ch. 1 "The General Breadth and Scope of the Prohibition of the Threat or Use of Force" and ch. 2 "The Meaning of 'Force'"; and 3) Gina Heathcote, ch. 5 "Feminist Perspectives on the Law on the Use of Force", in *Oxford Handbook of the Use of Force in IL*.

Case Study: Women in War

See: 1) Sarah Percy, "Forgotten Warriors: A History of Women on the Front Line", 50 minute presentation, available online: <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 6: Friday February 13**

#### *Exception #1 to the General Prohibition: Self-Defence*

Required reading: 1) Christian Henderson, ch. 6 “General Aspects of the Right of Self-Defence” and ch. 7 “Preventative Self-Defence”; 2) Sir Michael Wood, ch. 28 “Self-Defence and Collective Security: Key Distinctions” in *Oxford Handbook of the Use of Force in IL*; and 3) *United Nations Charter* (1945) Ch. I: Purposes and Principles, Ch. VI: Pacific Settlement of Disputes, and Ch. VII: Action with Respect to Threats to the Peace, Breaches of the Peace, and Acts of Aggression, online:

<https://www.un.org/en/about-us/un-charter/full-text>

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>

For students submitting Reading Reflections, they are due by 11 am. For everyone, the Research Paper proposal is due by 11 pm on Wednesday February 25. We will discuss your proposals in class.

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

### **Week 7: Reading Break February 16-20**

There are no classes this week

### **Week 8: Friday February 27**

#### *Exception #2 to the General Prohibition: Collective Security*

Required reading: 1) Christian Henderson, ch. 3 “The Use of Force under the Auspices of the United Nations and ch. 4 “Issues in Relation to Authorization by the UN Security Council”; 2) Ian Johnstone, ch. 10 “When the Security Council is Divided”, in *Oxford Handbook of the Use of Force in IL*; and 3) Jan Klabbers, ch. 22 “Intervention, Armed Intervention, Armed Attack, Threat to Peace, Act of Aggression, and Threat or Use of Force: What’s the Difference?”, in *Oxford Handbook of the Use of Force in IL*.

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, 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>

For students submitting Reading Reflections, they are due by 11 am today. For everyone, the Research Paper proposal is due by 11 pm on Wednesday February 25. We will discuss your proposals in class.

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



**PART II: *JUS IN BELLO* - INTERNATIONAL LAW OF ARMED CONFLICT****Week 9: Friday March 6***History and Key Principles of ILAC*

Required readings: 1) Emily Crawford and Alison Pert, ch. 1 “Historical Development of International Humanitarian Law” and ch. 2 “The Contemporary Legal Basis of IHL and Its Fundamental Principles”, in *International Humanitarian Law*; and 2) Antonio Cassese, ch. 1 “Current Challenges to International Humanitarian Law”, in *Oxford Handbook of ILAC*, library online.

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, “Geneva Conventions and the law”, available online:

<https://www.icrc.org/en/geneva-conventions-and-law>

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

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

**Week 10: Friday March 13***Types of Conflicts, Individuals and Groups*

Required readings: 1) Emily Crawford and Alison Pert, ch. 3 “Types of Armed Conflicts”, ch. 4 “Individual Status in Armed Conflict”, and ch. 6 “The Protection of Civilians and the Law of Occupation”; and 2) Elizabeth Chadwick, ch. 38 “National Liberation in the Context of Post and Non-Colonial Struggles for Self-Determination”, in *Oxford Handbook of the Use of Force in IL*.

Case Study: Israel-Gaza Conflict

See: 1) Raffi Berg, “What is South Africa’s genocide case against Israel at the International Court of Justice?”, 24 May 2024, *BBC News* online: <https://www.bbc.com/news/world-middle-east-67922346>; and 2) Prof. Janina Dill, “German support for Israel a 'legal and moral mistake'”, interview with German public broadcaster, online: <https://www.youtube.com/watch?v=APSJzji7gRQ>.

**Week 11: Friday March 20***Means and Methods of Warfare*

Required readings: 1) Emily Crawford and Alison Pert, ch. 7 “Targeting” and ch. 8 “Means and Methods of Warfare”; 2) Christine Chinkin, ch. 27 “Gender and Armed Conflict” in *Oxford Handbook of ILAC*; 3) Michael N. Schmitt, “The Use of Cyber Force and International Law”, *Oxford Handbook of the Use of Force in IL*; and 4) Enzo Cannizzaro, ch. 13 “Proportionality in the Law of Armed Conflict”, in *Oxford Handbook of ILAC*.

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: Friday March 27**

*Between Vengeance and Forgiveness: Accountability for Violations in War*

Required reading: 1) Emily Crawford and Alison Pert, ch. 10 "Implementation, Enforcement and Accountability"; 2) Paola Gaeta, "War Crimes and Other International 'Core' Crimes", in *Oxford Handbook of ILAC*; and 3) Nicolas Michel and Katherine Del Mar, ch. 32 "Transitional Justice", in *Oxford Handbook of ILAC*.

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](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: Friday April 3**

Easter holiday Friday – class rescheduled to next week

**Week 14: Wednesday April 8**

*The Future of War: Democratic Peace or Killer Robots?*

Required reading: 1) Jordan J. Paust, "Remotely Piloted Warfare as a Challenge to the Jus ad Bellum", in *Oxford Handbook of the Use of Force in IL*; 2) Michael Clarke, ch. 44 "Does War Have a Future?", in *Oxford Handbook on War*.

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

**Research Paper due by 11 pm on Wednesday April 8**

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

## **University and Departmental Policies**

### **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/>.

### **PROHIBITION ON USE OF GENERATIVE A.I.**

To encourage original thought and engagement by students in this course, the use of generative Artificial Intelligence tools to produce assessed content is generally prohibited, and will be considered a violation of academic integrity standards.

Students may use AI tools for basic word processing and formatting functions, including a) grammar and spell checking, and b) minor formatting and style suggestions. If there is any uncertainty about this policy, students are encouraged to discuss their questions in class with the instructor.

### **PROHIBITION ON SUBMITTING PRIOR WORK**

To encourage original thought and engagement by students in this course, students are prohibited from submitting any work that is substantially similar to work that has been submitted for academic credit in another course. Any such submission will be considered a violation of academic integrity standards. If there is any uncertainty about this policy, students are encouraged to discuss their questions in class with the instructor.

### **ACADEMIC ACCOMMODATIONS**

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

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

#### **Pregnancy and Family-Status Related Accommodations**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

**Religious Obligation**

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

**Academic Accommodations for Students with Disabilities**

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

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

**Survivors of Sexual Violence**

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

**Accommodation for Student Activities**

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

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

**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 info to justify this (up to a maximum of 14 days).

## **LAW 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/>

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

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

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

## **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://wellness.carleton.ca/get-help-now/>

Carleton Resources:

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

Off Campus Resources:

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