

Course Outline

COURSE:	LAWS 4605 A: International Law in International Politics
TERM:	FALL 2026
PREREQUISITES:	LAWS 2908 or PAPM 3000, LAWS 2601 and 4th year Honours Standing
CLASS:	Day & Time: Friday 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: D497 Loeb Building Office Hrs: Thursdays 3 pm - 5 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 key theories of the nature, role and limits of international law in international politics and armed conflict; relevant legal principles and rules shaping this relationship; and how these theories and rules apply to important historical and contemporary case studies. It assesses how law and politics interact in areas such as the use of military force by states and the conduct of war; international courts; international human rights; international criminal law; the law of the sea and outer space; and international protection of the environment.

The seminar is aimed at fourth-year undergraduate students who have pre-existing knowledge of public international law. To encourage a collaborative and inclusive learning environment, students are expected to actively and respectfully participate in the weekly discussions, and to keep up with the readings and assignments. Students will also select one week where they will lead the group discussion by speaking for about 15 minutes on a question related to that week's topic and readings.

Throughout the semester, we will analyze how international law shapes international politics and, conversely, how international politics affects international law. With this in mind, topics will be examined from a legal, political and historical perspective. Practice problems, court cases, and current events 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 Indigenous trade relations. They will also discuss potential volunteer and employment opportunities in international law and international relations, to inspire students to think about their

broader career aims.

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

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

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

1) Nicole Scicluna. *The Politics of International Law* (Oxford University Press, 2021). Copies will be available for purchase at the Carleton bookstore (\$59) and for loan through Ares at library reserve. Students are also free to order second-hand versions.

2) Shirley V. Scott. *International Law in World Politics*, 3rd ed. (Lynne Rienner, 2017). Copies will be available for purchase at the Carleton bookstore (\$28) and for loan through Ares at library reserve.

Students are also free to order second-hand versions.

3) John H. Currie. *Public International Law*, 2nd ed. (Irwin Law, 2008). Depending on your familiarity with international law, this optional book can be used as a “refresher” on the legal rules applicable to the topics we study. Copies will be available from the bookstore (\$60) and at library reserve. Students are also free to order second-hand versions.

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

SUPPLEMENTARY TEXTS

For further information on the course topics and resources for completing the assignments, the required texts include suggestions for further reading. In addition, the following works are also recommended:

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

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

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

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

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

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

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

David Armstrong. *International Law and International Relations*, 2nd ed. (Cambridge U. Press, 2012).

Caitlin Biddolph. *Queering Governance and International Law* (Oxford Univ. Press, 2025).

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

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 | 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 Friday December 11 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. Think in advance about which week you would like to discuss.

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, one of the issues identified in the assigned readings each week, or another relevant question they wish to explore. To help inspire impressions of the material, review the Discussion Questions before completing the readings. 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 assigned readings. Each reflection should be around 700 words long, typed in 12-point font, double spaced, and submitted as a Word or PDF 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** class in which the readings will be discussed. To be fair to other students, and because the submission schedule is already flexible, late submissions will be penalized by -0.5 (out of 10) per hour past the deadline. The sign-up sheet will be completed in the first week of term, and finalized in our first class. Think in advance about which weeks you would like to select.

To provide flexibility and accommodate people's different schedules, students can choose the 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 Friday October 23. 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 world politics and armed conflict, or the issues listed in the Discussion Questions?

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

If the readings include a judicial decision, identify the main legal issue (e.g. what question did the court address?), summarize the law that applied to this issue, and analyze how the court reasoned and what the case tells us about the role and limits of international law in international and/or domestic politics. 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 and international politics, 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 or PDF document through Brightspace. It is **due by 11 pm on Friday December 11**. 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 beforehand by **11 pm on Friday October 23** 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 Friday November 6.

Students select a question from a list of four international legal topics. This list will be posted to Brightspace on Friday September 18. Alternatively, students can propose to research their own question, provided they discuss this first with me. Further information and evaluation criteria will be provided later in the term.

SEMINAR SCHEDULE

Key Dates:

Wednesday September 9, 2026 – fall term starts

Monday October 12 – Thanksgiving holiday

Monday October 26 to Friday October 30 – fall reading break

Friday December 11 – fall term ends

Saturday December 12 to Wednesday December 23 – Exam period

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

PART I: THE FOUNDATIONS

Week 1: Friday September 11

Introduction – first seminar

Required reading: 1) the course syllabus

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

Week 2: Friday September 18

The Nature of International Law

Required reading: 1) Scicluna, ch. 1 – Introduction; 2) Scott, ch. 1 – The Rules-Based International Order; and ch. 8 – Reading a Multilateral Treaty; and 3) “Trump administration sanctions Canadian judge who sits on International Criminal Court”, CBC News, 20 Aug. 2025: <https://www.cbc.ca/news/world/canadian-judge-icc-trump-1.7613704>

Optional reading: Currie, ch. 1

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 September 25

Theories of International Law in World Politics

Required reading: 1) Scicluna, ch. 2 – International Law and International Relations Theory and ch. 5 – Compliance and Enforcement in International Law; 2) Scott, ch. 6 - The Autonomy of International Law and ch. 7 - Legal Argument as Political Maneuvering; and 3) Raffi Berg, “What is South Africa’s genocide case against Israel at the ICJ?”, 24 May 2024, *BBC News* online: <https://www.bbc.com/news/world-middle-east-67922346>

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

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

Week 4: Friday October 2

Systems and Actors

Required reading: 1) Scicluna, ch. 3 - Locating Law in the International System and ch. 4 - International Organizations, States and Global Governance; 2) Scott, ch. 2 – States and ch. 3 – Nonstate actors; and 3) Canada's Department of Justice, "Implementing the United Nations Declaration on the Rights of Indigenous Peoples Act", online: <https://www.justice.gc.ca/eng/declaration/index.html>

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

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

PART II: ISSUES AND CASE STUDIES

Week 5: Friday October 9

The Use of Military Force by States

Required reading: 1) Scicluna, ch. 10 – International Law and the use of Force and ch. 12 – War and Law in the 21st Century; 2) Scott, ch. 10 – The Initiation of International Armed Conflict; 3) 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*, available through university library online; and 4) 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, university library online.

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

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

Week 6: Friday October 16

There is no class today as I am attending an academic conference.

Week 7: Friday October 23

International Humanitarian Law

Required reading: 1) Scicluna, ch. 11 – International Humanitarian Law; 2) Scott, ch. 11 – The Conduct of Armed Conflict; 3) Case study of Canada's treatment of Afghan detainees – *Amnesty International Canada v. Canada (Attorney General)*, 2008 FC 336, available at: <https://decisions.fct-cf.gc.ca/fc-cf/decisions/en/55087/1/document.do>.

Note: for students submitting Reading Reflections, they are due by 11 am. For everyone, your one-page research paper proposal is due by **11 pm today (Friday Oct. 23)** before the Reading Break.

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

Week 8: Reading Break – October 26 to 30

There are no classes this week

Week 9: Friday November 6*The Politics of International Criminal Law*

Required reading: 1) Scicluna, ch. 13 – International Criminal Justice; 2) Scott, ch. 5 – International Courts and Tribunals; 3) Sean Richmond, “The Crime of Aggression: Shifting Authority for International Peace?”, in *International Criminal Law in Context*, ed. by Philipp Kastner (Routledge, 2017) at 149-69, on library reserve; and 4) “Judgment at Nuremberg verdict”, video clip available online: <https://www.youtube.com/watch?v=N3BwK51YFgQ>

Note: for students submitting Reading Reflections this week, they are due by 11 am today. For everyone, recall that we will discuss your paper proposals in the seminar today.

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

Week 10: Friday November 13*International Human Rights*

Required reading: 1) Scicluna, ch. 8 – Human Rights in the Postwar Period and ch. 9 – States, Nations and Colonies: The Law and Politics of Self-Determination; 2) Scott, ch. 13 – Human Rights and ch. 4 – Intergovernmental Organizations; 3) “Human Rights in Sudan”, *Amnesty International*, <https://www.amnesty.org/en/location/africa/east-africa-the-horn-and-great-lakes/sudan/report-sudan/>; and 4) 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. _____ 2. _____ 3. _____

Week 11: Friday November 20*The Global Environment and Climate Change*

Required reading: 1) Scicluna, ch. 6 – Global Environmental Governance; 2) Scott, ch. 14 – The Environment; 3) “What is the International Court of Justice and why does it matter?”, UN News: <https://news.un.org/en/story/2024/01/1145392>; and 4) *Obligations of States in respect of Climate Change*, Advisory Opinion of the International Court of Justice, 23 July 2025, available at: <https://www.icj-cij.org/sites/default/files/case-related/187/187-20250723-adv-01-00-en.pdf>.

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

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

Week 12: Friday November 27*International Cooperation: Outer Space vs. the Arctic*

Required reading: 1) United Nations, “International Space Law Explained”, online: <https://www.un.org/en/peace-and-security/international-space-law-explained>; 2) Sara Olsvig and Miriam Cullen, “Arctic Indigenous Peoples and International Law”, (March 2024) 93 *Nordic Journal of International Law*, at 152–169, available online; 3) Aaron Boley and Michael Byers, “US Policy Puts the Safe Development of Space at Risk”, (9 Oct. 2020) 370 *Science* at 174-175, university library online; and 4) Michael Byers, “Cold, Dark, and Dangerous: International Cooperation in the Arctic and Space” (2019) 55 *Polar Record* at 32-47, university library online.

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

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

Week 13: Friday December 4

Conclusion: Law and Politics in an Uncertain Future

Required reading: 1) Scicluna, ch. 14 – The Politics of International Law: Continuity and Change; 2) Scott, ch. 15 – International Law and the Shifting Distribution of Power; and 3) Naomi Klein, “The Rise of End-of-the-World Fascism and Resistance from the Global South”, 5 Aug. 2025, address to the Panamerican Congress in Mexico City, online: <https://perspectivesjournal.ca/end-times-naomi-klein/>

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

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

Week 14: Friday December 11

Possible rescheduled Discussion Leads and/or Work on Research Paper

We may use this final seminar for Discussion Leads that had to be rescheduled. I will confirm later in the term. Students can also use this time to finalize their Research Papers.

****Remember that the Research Paper is due by 11 pm today (Friday Dec. 11)****

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 fourth-year seminar, 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 fourth-year seminar, 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 (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 Obligation 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 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://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>