

SEMINAR IN INTERNATIONAL ORGANIZATION AND INTERNATIONAL LAW

POLS 5331 (crn 18499)

Fall 2020

Online

Mondays (synchronous sessions), 6:00-8:50 p.m.

Dr. Charles Boehmer

(backup instructor in case of COVID-19 emergency, Dr. Rebecca Reid)

CONTACT INFORMATION

Office: 202 Benedict Hall (not in use during the pandemic, unless otherwise noted)

Email: crboehmer@utep.edu (only use your UTEP miner email when contacting the instructor)

Phone: 747-7979 (during the pandemic, or otherwise if I am not in the office, this will route to my UTEP email)

OFFICE HOURS

Office hours will be conducted online, as cyber-café sessions, in Blackboard Collaborate for the start of the semester and until health conditions related to COVID-19 improve. Office hours will be from 3:30-4:30, Mondays, Wednesdays, and Thursdays, and by appointment. I am happy to schedule individual meetings in MS Teams or Blackboard Collaborate on request.

COURSE OVERVIEW AND GOALS

This course is a reading (and research) seminar that explores global governance, which is important in an age of interconnectedness, interdependence, and globalization. The subject content of this course includes a review of material covering international anarchy and its implications for cooperation, with a focus on international regimes, international organizations, and international law, especially human rights. Students should also see this course as a source for potential master's theses or research projects. Ideally, students have already taken POLS 5330 or several undergraduate classes in international relations, though this is not essential. Additionally, this is a central area of research for the instructor, who is very open to assisting students with research in this area. Here are the goals and programmatic outcomes for this course:

1. Students will have a basic understanding of the literature on international organization and law that includes coverage of theories and empirical studies in order to highlight the field, and where future work should be directed.

2. Students will become acquainted with research sources on this topic and gain detailed descriptive knowledge of international organizations and law.
3. Students will learn how to conduct graduate level research and writing through various papers or projects.

ASSESSMENTS OF STUDENT PERFORMANCE

The evaluation of student performance will be based on various assignments and class participation. Students can choose from two programs of study (by October 5). The first program is exam-based and the second program involves an instructor approved research project. The first program is designed for those students that do not anticipate conducting research in this area of study. The second program is designed for those interested in either the qualitative or quantitative study of international organization and/or international law.

Program 1, Reading and Test Intensive:

- Class Participation 15%
- Critique Papers 30%
- Class Presentation/Discussion Leader 15%
- Midterm Take Home exam 15%
- Final Exam 25%

Program 2, IO Research Intensive in conjunction with Dr. Boehmer's research program, or other research project (POLS 5300 or equivalent course is highly suggested), and requires instructor approval – deadline is Oct 5 to select:

- Class Participation 15%
- Critique Papers 30%
- Class Presentation/Discussion Leader 15%
- IO Introduction and Literature Review 10%
- Final IO research paper 30%

Exams: Those in Program of Study #1 will take both a midterm and a final exam. The exams will consist of a few essay questions that will require deep thought and synthesis of the course material. It is important that student answers to the questions posed reflect the readings during the semester.

Class Participation and Class Presentation: All students will need to participate in seminar discussions based on the readings. This requires being prepared and offering insights in both quantity and quality. Note that this means the quality of discussion should not decrease in weeks when critique papers are not written.

Class Presentation/Discussion Leader: Each student will also be responsible for leading a class discussion on a week's readings. This will require a professional presentation outlining the major points of the readings, providing questions for discussion, and providing your own critique of the readings. The nature of the critique should be much the same as what is included in the critique papers (below). This is a formal presentation requiring professional style, tone, and dress (professional and semi-formal). The presentation of each week's material should take roughly 30 to 45 minutes. The remainder of the class session the student presenter will help lead discussion and provide questions for class discussion. The student presenter will provide handouts and present in a professional manner and the use of a power point slide show is highly suggested. Since we will be conducting our synchronous sessions online using Blackboard Collaborate Ultra, this is practice in case you need to interview or present online professionally. It is also rational to write a critique paper for the week in which you present, so plan ahead.

Critique Papers: All students will need to write six papers throughout the semester (that count for credit – I will drop the lowest grade for each extra paper you write that is higher than your lowest grade). The purpose of these papers is to foster a deeper understanding and synthesis of the readings, with the purpose of understanding both the strengths and weaknesses of published work. This is the first step to contributing to such literatures. These papers will allow students to hone analytical and writing skills. The style of these papers will be such that students will need to be clear and succinct. It is advisable that students especially write papers at the earliest opportunities so that they will more quickly learn the subject matter and the instructor's expectations. See the syllabus addendum for details about how to write these critique papers.

International Organization Research Project: This is for those students in Program 2 and is broken into two assignments. Students will engage in a research project studying some aspect of international organizations or law. The instructor recommends this track for students thinking about writing a thesis, capstone, or similar project in this area of study or already possesses research ideas. Students interested in taking this track should submit a brief written proposal to the instructor as early as possible. The proposal should include a research question and idea of a research design with which to investigate the topic. The instructor is open to proposals that are quantitative or qualitative in research methods. The first part of this assignment requires that the students write the front-end of their research paper, which includes the introduction and literature review. The last assignment is the complete research paper, which in addition to the introduction and the literature review, should also include a theoretical

section (if applicable), research design section, analysis section, and a concluding remarks section. APA or APSA writing style and citations/references is required.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action. If you do not wish to have your camera on during discussions, you may turn it off. An exception to this is when you are presenting, and thus will be in a presenter role in the session.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For those that will either come to campus during the pandemic, or need to declare that they are infected, are required to notify UTEP through the screening portal: [http://www.screening.utep.edu/](http://www.screening.utep.edu) The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. Even though this course is online, remember that you must wear a face covering over your nose and mouth at all times on campus, or depending on local government policies. ~~If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.~~ [Know the above in case you have other non-online courses, but it is crossed off for this online course.]

COVID-19 ACCOMMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. For our online course, you should still notify UTEP through the screening AP and notify me in case there is missed work so we can arrange necessary and appropriate accommodations.

OTHER COURSE POLICIES

This instructor abides by university policies, such as excused absences and attendance, as stated in the [UTEP Graduate Catalog](#). It is the student's responsibility to understand university policies and their rights. In addition to university policies, I add the following:

Late Work: The course has a compressed timeline of modules, activities, and assignments that need to be completed in order. Students falling behind and submitting late assignments will increase the chance of failing this course. This is not a self-paced course. Work submitted late without excuse or accommodation may incur a 20% reduction in credit for per day, and zero credit after three days.

Attendance Policy (and make-ups): UTEP expects that students will not miss sessions without valid excuses. To deter lack of participation, students may be dropped by the instructor, who miss class sessions and assignments without a valid excuse. If you face complications with some of these sessions, please note this to the instructor at the outset of the course. Valid excuses for missed work include religious holidays, recognized university related activities (with Dean of Students letter), and military leave. In addition, I add the following policies:

- The instructor reserves the right to accept, or not, excuses related to medical issues. It is sometimes infeasible to document in advance time lost due to illness. The exception is planned surgeries and appointments (not normal check-ups). Any class time missed will be unexcused without medical or other valid documentation. I have the ability to read in Spanish, so documentation in Spanish is permissible. Students with severe medical problems resulting in on-going missed time and assignments may want to consider a complete withdrawal from the university for medical purposes (this requires dropping all courses). That is an option when multiple courses are affected. In cases where there is a significant, and documented, loss of time, the instructor may withdraw a student (excused) or work with the student to set up an "incomplete" grade and course of action. The course of action established will depend on the amount of time and assignments the student missed and the estimated chance of the student passing the course. The more the work of a course is completed, the more an incomplete grade may be coordinated.
- Absences/missed assignments due to conflicts with work, child care, etc. that make it impossible for you to attend to this class regularly are not permitted. If you know you will have scheduling conflicts with this class, then you should

make other arrangements or post-pone this class until a future semester. Treat this course as you would a professional job in which you cannot miss work; set yourself up for success.

- The instructor may not accept missed exams or quizzes due to family hardship or family medical problems as valid excuses. For example, helping family members move, picking up at the airport, driving family members to medical appointments when you know they conflict with class, and other such activities, will not be permitted as valid excuses. Emergencies such as deaths in the family must be documented, unfortunately.
- Missing any course assessments and work due to vacations and pre-booked travel arrangements are not valid excuses for make-ups. Note the date for the final exam on the course calendar. Moreover, please note that the university has used language on the academic calendar that confuses some students by stating the “last day of classes”, which means last normal class session excluding the final exams. There is a separate final exam calendar for each academic semester and term. See: [Final Exam and Semester Calendars website](#)

ONLINE NETIQUETTE AND EFFECTIVE COMMUNICATION

This is a political science course and we will be discussing at times sensitive and controversial topics. Please avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views. It is essential that the utmost respect and professionalism be adhered to in all exchanges between class members. Please carefully read the following rules for online etiquette and effective communication:

- Language: Given the absence of face-to-face clues (such as in Discussion Boards), written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Respect: A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and the instructor will be reading any postings.
- Be Forgiving: If someone states something that you find offensive, mention this directly to the professor in an email. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can possibly be cleared up with the help of the professor. In cases where students remain in dispute, and this affects the atmosphere of the course or senses of threat, the Office of Student Conduct and Conflict Resolution (OSCR) will be contacted: [OSCR](#)

[Website](#). The instructor will not tolerate unprofessional conduct, which will be dealt with swiftly through the University.

- **This is Permanent**: Think carefully about the content of your message before contributing it. Once sent, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. Always consider your audience and remember that the instructor and other class members will be reading what you write.
- **A Private Environment**: Blackboard is not a public internet venue; all postings to it should be considered private and confidential within the course. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- No inappropriate behavior will be tolerated and it is at the professor's full discretion to report a student for any inappropriate behavior.

Academic Dishonesty: The instructor follows the university policies on academic honesty concerning cheating and plagiarism. Such acts will not be tolerated. Students will be reported to OSCR. To learn more see the [HOOP: Student Conduct and Discipline](#). Here is a list of forms of academic dishonesty:

- **Plagiarism**: The use of other people's words, ideas (concepts, sentence or paragraph structure or phrasings), songs, or images without documentation or their consent. The instructor will use anti-plagiarism software to evaluate papers for non-original content. One can avoid plagiarism by being honest and using proper style guidelines concerning citations, footnotes, or endnotes for passages in the text that are borrowed or inspired by other person's works. This course involves exams that are open book. This means that if you use content from our textbook, or other sources, you must cite this source. You should most often paraphrase and use quotations sparingly. When using quotations, you must cite page numbers when available. The vast majority of words in an exam or paper should be one's own; writers need to put work that is cited in a context, such as an argument, and not rely on other authors to provide the argument. If you do not know how to paraphrase properly, please seek help from the University Writing Center. See the paper guidelines for other instructions and tips.
- Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test.
- Collusion involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. The instructor encourages students to study together and work collectively;

however, working together to write any part of a written assignment, research paper, and/or exam is collusion.

TECHNOLOGY REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- Adobe Acrobat Reader. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- Adobe Flash Player. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- QuickTime Player. To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.
- Microsoft Office. If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>. For a webpage on Blackboard for UTEP Students and what is required for Remote Learning, including topics such as required technology, software, internet access, etc., please see: https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

Most disruptions to the submission of assignments or participation in the course can be reduced by following the necessary technology requirements to operate online. The instructor promises to be understanding and flexible in cases where there are disruptions and unforeseen problems beyond the control of the student, ranging from the university taking Blackboard offline to a zombie apocalypse. We should often have prior knowledge about planned blackboard maintenance and similar issues. The instructor strongly suggests that students save all of their work as evidence (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup in case there is a technical issue with the course website, network, and/or your computer. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, you can always email the instructor (crboehmer@utep.edu) your back-up document. However, this is just to prove you completed the assignment. The instructor

will ask you to resolve your technology issues and submit the assignment via Blackboard once they are

COURSE RESOURCES: WHERE YOU CAN GO FOR ASSISTANCE

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. Our Reference Librarians [Ms. Angela Lucero](#) and Mr. Jacob Galindo [Mr. Jacob Galindo](#)
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing Individual Resources. Note that academic disciplines often have different writing styles, and the social sciences can be different from other areas such as the humanities, such as a strong focus on clarity as opposed to poetic prose.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

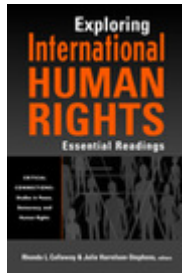
COPYRIGHT STATEMENT FOR COURSE MATERIALS

Copyright law protects all the materials used in this course. Course materials are only for the use of students enrolled currently in this course, and only for the purpose of this course, and may not be further disseminated.

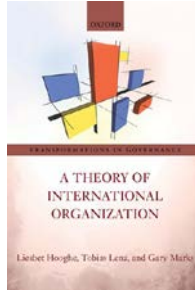
READINGS

I expect you to read everything listed on the syllabus for a particular date before class. Some classes, especially those in the first few weeks, will contain lecture, although most classes will be conducted in a seminar format requiring participation. The texts for this course are:

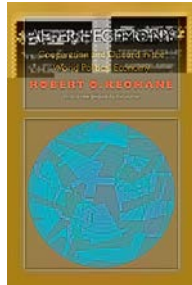
- ❖ Callaway, Rhonda L, & Julie Harrelson-Stephens, Exploring International Human Rights, Essential Readings. Lynne Rienner Press. 2007



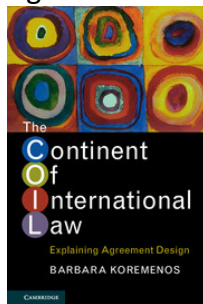
- ❖ Hooghe, Liesbet, Tobias Lenz, and Gary Marks. A Theory of International Organization. Oxford University Press, 2019.



- ❖ Keohane, Robert O. After Hegemony Princeton University Press, 1984.



- ❖ Koremenos, Barbara. The Continent of International Law: Explaining Agreement Design. Cambridge University Press. 2016



- ❖ Various articles and chapters available either in JSTOR.org, other electronic journal sites through library, or PDF files in Blackboard

Course Schedule

8/24 Introductions and lecture on central concepts to IR

Besides getting to know each other and going over the syllabus, we will also discuss important concepts about international relations. We will also schedule class presentations.

8/31 Anarchy and its Implications for Cooperation

- Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics* 38 (1): 226-254.
- Grieco, Joseph M. 1988. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42:485-507
- John Mearsheimer. 1995. "The False Promise of International Institutions", *International Security*, Vol. 19, No. 3 (Winter, 1994-1995), pp. 5-49
- Robert Keohane and Lisa Martin. 1995. "The Promise of Institutional Theory", *International Security*. 20 (1): 39-51.
- Schweller, Randall L, and David Preiss. 1997. "A Tale of Two Realisms: Expanding the Institutions Debate." *Mershon International Studies Review* 41(1):1-32.
- Alex Wendt. 1992. "Anarchy is What States Make of It: The Social Construction of Power Politics." *International Organization* 46 (2): 391-425.

(Possible critique paper due)

09/14 International Organization Without Hegemony

- Keohane, Robert O. 1984. *After Hegemony*. Princeton University Press.

(Possible critique paper due)

09/21 International Organizations in the International System

- Martin, Lisa L., and Beth A. Simmons. 1998. "Theories and Empirical Studies of International Organizations." *International Organization* 52(4):729-757.
- Wallace, Michael and J. David Singer. 1970. "Intergovernmental Organization in the Global System, 1815-1964: A Quantitative Description." *International Organization* 24(2): 239-287.
- Shanks, Cheryl, Harold K. Jacobson, and Jeffrey H. Kaplan. 1996. "Inertia and Change in the Constellation of International Governmental Organizations, 1981-1992." *International Organization*, Vol. 50(4):593-627.
- Jon Pevehouse, Timothy Nordstrom, and Kevin Warnke. 2004. "The Correlates of War 2 International Governmental Organization Data Version 2.0." *Conflict Management and Peace Science* 21 (2): 101-119.
- Thomas J. Volgy, Elizabeth Fausett, Keith A. Grant, and Stuart Rodgers. 2008. "Identifying Formal Intergovernmental Organizations," *Journal of Peace Research* 45(6): 837-850.

(no critique papers this week due to descriptive nature of articles, although there are many potential research topics herein for Program 2)

09/28 Theories of Global Governance/Why States Join IGOs

- David Mitrany. 1948. "The Functional Approach to World Organization" *International Affairs*, Vol. 24, No. 3.
- Karl Deutsch, et al. Chapter 2 *Political Community and the North Atlantic Area*. (1957).

- Jacobson, Harold K., William M. Reisinger, and Todd Mathers. 1986. "National Entanglements in International Governmental Organizations." *The American Political Science Review*, Vol. 80(1):141-159.
- Kenneth W. Abbott and Duncan Snidal. 1998. "Why States Act Through Formal International Organizations?" *Journal of Conflict Resolution* 42(1): 3-32.
- Darren Hawkins, David Lake, Daniel Nielson, and Michael Tierney. 2006. Introduction from *Delegation and Agency in International Organizations*.
(Possible critique paper due)

10/05 The Structure and Framework of International Organization

- Mancur Olson. 1965. Chapter 1 of *The Logic of Collective Action: Public Goods and the Theory of Groups*.
- Darren Hawkins and Wade Jacoby. "How Agents Matter", in *Delegation and Agency in International Organizations*.
- Haftel, Yoram Z., and Alexander Thompson. 2006. "The Independence of International Organizations: Concept and Applications." *Journal of Conflict Resolution* 50: 253-275.
- Boehmer, Charles, and Timothy Nordstrom. 2008. "Intergovernmental Organization Memberships: Examining Political Community and the Attributes of International Organizations." *International Interactions* 34 (3): 282-309.
- Abbott, Kenneth, Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. 2000. "The Concept of Legalization." *International Organization* 54.

(Possible critique paper due)

***** Deadline to Declare Program 1 or Program 2**

10/12 Thinking Through International Organization

- Hooghe, Liesbet, Tobias Lenz, and Gary Marks, *A Theory of International Organization*. 2019. Oxford University Press.

(Possible critique paper due)

10/19 Midterm Examination (Program 1) or Intro/Literature Review Paper (Program 2) due on this day -- there is flexibility for this deadline based on prior agreement with instructor for program 2 students

10/26 IGOs and International Conflict

- Russett, Bruce, John R. Oneal, and David R. Davis. 1998. "The Third Leg of the Kantian Tripod for Peace...". *International Organization* 42.
- Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom. 2004. "Do Intergovernmental Organizations Promote Peace?" *World Politics* 57 (1): 1-38.
- Bearce, David H., and Sawa Omori. 2005. "How do Commercial Institutions Promote Peace?" *Journal of Peace Research* 42: 659-678.

- Pevehouse, Jon, and Bruce Russett. 2006. "Democratic International Governmental Organizations Promote Peace." *International Organization* 60 (4): 969-1000.
 - David H. Bearce and Stacy Bondanella. 2007. "Intergovernmental Organizations, Socialization, and Member-State Interest Convergence." *International Organization* 61 (4): 703-733.
 - Terrence L. Chapman and Scott Wolford. 2010. "International Organizations, Strategy, and Crisis Bargaining." *Journal of Politics* 72 (1): 227-242.
- (Possible critique paper due)**

11/02 Exploring International Law and Human Rights

- Rhonda L. Callaway & Julie Harrelson-Stephens, editors, *Exploring International Human Rights* – Read chapters: 1, 3, 4, 5, and 6.
 - Alex J. Bellamy. 2008. "The Responsibility to Protect and the Problem of Military Intervention," *International Affairs* 84(4): 615-639.
- (Possible critique paper due)**

11/09 Conceptual and Measurement Issues of International Law and Human Rights

- Rhonda L. Callaway & Julie Harrelson-Stephens, editors, *Exploring International Human Rights*, chapter 2
 - Greenhill, Brian 2010. "The Company You Keep: International Socialization and the Diffusion of Human Rights Norms." *International Studies Quarterly* 54, 127:145.
 - Murdie Amanda, and David R. Davis. 2012. "Shaming and Blaming: Using Event Data Study to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56 (1): 1-16.
 - Fariss, Christopher J. 2014. "Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability." *American Political Science Review* 108 (2).
 - Linzer, Drew A. and Jeffrey K. Staton. 2015. "A Global Measure of Judicial Independence, 1948-2012." *Journal of Law and Courts* 3 (2): 223- 256.
- (Possible critique paper due)**

11/16 Compliance and Enforcement Issues in International Law and Human Rights

- Daniel W. Drezner, "Bargaining, Enforcement, and Multilateral Sanctions: When is Cooperation Counterproductive?" *International Organization* 54 (Winter 2000): 73-102.
- McLaughlin Mitchell, Sara, and Paul Hensel. 2007. "International Institutions and Compliance with Agreements" *American Journal of Political Science* 51: 721–737.
- Emilie M. Hafner-Burton. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62 (4): 689-716.

- James H. Lebovic and Erik Voeten. 2009. "The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators," *Journal of Peace Research* January 46: 79-97
- Simmons, Beth A., and Allison Danner. 2010. "Credible Commitments and the International Criminal Court." *International Organization* 64 (2): 225- 256.
- Peksen, Dursun. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly* 65 (3): 558- 571.
- Reid, Rebecca A., and Kirk A. Randazzo. 2020. "High Courts and International Norms Institutionalization." *Open Judicial Politics: An Empirical Reader*. Oregon State University Open Textbook Initiative.
< <https://open.oregonstate.edu/open-judicial-politics/chapter/reid-2/>>

11/23 Thinking about the Design of Treaties and Agreements

- Barbara Koremenos. *The Continent of International Law: Explaining Agreement Design*, 2016.
(Possible critique paper due)

11/30 International Law, Globalization, Coercion, and Immigration

- Erik Voeten. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force." *International Organization* 59 (3): 527-557.
- Rhonda L. Callaway & Julie Harrelson-Stephens, editors, *Exploring International Human Rights*, chapters 7, 8, and 9.
- Josiah Heyman, Jeremy Slack, and Emily Guerra. "Bordering a 'Crisis': Central American Asylum Seekers and the Reproduction of Dominant Border Enforcement Practices". *Journal of the Southwest* 60, 4 (Winter 2018): 754–786
- Briana Nichols. "US and Guatemalan Migration-Related Pandemic Policies: A View from Guatemala". <https://cmsny.org/publications/us-guatemala-covid/>
- Jeremy Slack, Daniel E. Martínez, Josiah Heyman. "Immigration Authorities Systematically Deny Medical Care for Migrants Who Speak Indigenous Languages." <https://cmsny.org/publications/slackmartinezheyman-medical-care-denial/>
(Possible critique paper due)

12/07 Final Exam or Final Research Papers due Instructions will be posted

Appendix on Critique Papers:

These papers are meant to improve writing and analytical skills. The page length for these papers will be five to eight pages, give or take depending on the number of readings. Given the limited length of these papers, you will need to write in a very precise and succinct manner; powerful writers say much with few words. However, social scientific writing also needs to be clear. These papers thus force you to summarize

arguments, theories, and evidence made by authors in a finite amount of space, as if writing abstracts, but also requires you to put forth some argument/critique about the readings. All this is done in relatively few pages, which is similar to other business or government reports. An emphasis is made on getting to the main points and providing enough argument, logic, insight, evidence, etc. to be persuasive and adequately communicate essential thoughts and ideas. The latter aspect of critique and argument involves creative and analytical thought. While reading the readings for a given week, you should be thinking about how they fit together. What are the common issues and themes? What are common theories, or contrasting theories? What are some policy related problems? Is there evidence presented to support arguments or theories (not that all readings are set up as a hypothesis-testing format, so do not enforce this over all readings)?

The critique papers should include the following components below:

- Description of each reading (do not exclude any readings or else you will lose significant points)
- Critique of readings. Examples of critique include discussions of strengths and weaknesses of individual readings, or readings as a groups or clusters when readings speak directly to each other or build on each other. Synthesis of readings. Illustrations of topics in readings as applied to current policies or political situations, or other discussions of theory and empirical issues.
- Final remarks including direction of future research or other thoughts (roughly a paragraph or so and likely tied directly to critiques put forward)

There is no one correct way to organize and write these papers besides the point that each paper should include description of all readings in a given week and critique therein. A safe approach is to start with the description of each reading and then the place critique in the latter part of the paper. However, creative writers that see an ability to synthesize the readings can often find ways to describe multiple readings at the same time when they directly relate to each other, which also means these are natural opportunities to critique readings as clusters, stopping where appropriate to draw differences among readings. You will find that writing these papers is quite challenging, and perhaps the part of the course you find most rewarding.

Here are some other points or elaboration on points above. On the description component of the paper, do not get lost in the details unless there is an issue that is centrally relevant to your points of critique. You should stick to major components of the book or articles, such as major theoretical points, general approach or research methods, and conclusions or evidence. For this reason, writing a paper on a book is often easier than a list of articles or chapters. Still, even with articles, you can often connect readings together if they use similar arguments, data, etc. The reader should have a decent idea about the major points of each reading but not drown in details; don't lose the forest for the individual trees.

The remainder of the paper is the critique component and you should go into a bit more detail about the readings' contributions, strengths, and weaknesses, and how they fit together. In other words, look for the common themes and implications that tie them together (if articles). It is ideal if your critique can point to topics that should be further researched based on weaknesses or holes in current research. It can be useful to tie readings, albeit briefly, with readings in other weeks. It is also important that your critique not become a laundry list of issues. A strong critique will advance a clear argument that is persuasive, which means it takes a bit of space to make the argument clear and logical. You must avoid superficial critiques that simply relate to you making statements about what you like or dislike, or praising authors because they are presumably quite smart. Avoid hyperbole and superlatives.

Do not write in bullet points, even if they are useful at the start as a means of organization; it is important that you elaborate and discuss your points. You do not need to provide full citations of any of the readings that are on this syllabus, given it is assumed to be knowledge to the instructor and other students in the course. Although readings outside the course should not be required to write these papers, if you do cite something not on our syllabus, then provide a full citation in a footnote or endnote. There is no reference section or bibliography required.

On other stylistic issues, do not use contractions (don't, it's, wasn't, etc.) and do not capitalize words that are not proper nouns or titles. Be sure to always include page numbers. Cover pages are at your own option, although I think for these papers it is the waste of a piece of paper (if printed out). If you use a cover page, do not begin paginating on that page; if you do not know how to do this properly, then learn it, even if it is a pain in MS Word. Paragraphs must be complete. A paragraph with only one or two sentences is incomplete and reflects either incomplete thoughts or poor organization where related thoughts are separated into separate paragraphs. When facing a short paragraph, you should always look to add what is missing or merge it with another paragraph.

I am sure that I am missing some points here that you may learn when you write the papers and receive my comments. However, an important point to repeat is that there is no single way to write these papers. Please use the University Writing Center to improve your writing.