

POLS 3323 – INTERNATIONAL AND COMPARATIVE COURTS

*Tuesdays and Thursdays: 9:00 am – 10:20 am
Quinn Hall, Room 206*

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OFFICE HOURS: Tuesdays and Thursdays 10:30 – 1:00 pm,
or by appointment

LAND ACKNOWLEDGMENT

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

COURSE DESCRIPTION

This course provides an introduction to the study of legal systems, courts, judicial process and behavior, and the rule of law across the world. This course examines legal and judicial systems across courts beyond the United States and evaluates the function and impact of international and regional courts. Students will critically analyze domestic and international legal systems, examine judicial behavior across political and institutional contexts, and evaluate the role of courts in processes of democratization, separation of powers, human rights, state sovereignty, and the rule of law.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) **problem-solving** and (2) **critical thinking** through class discussion, critical reflection essays, and short essays requiring analytical thinking to apply class themes. This course enables and requires (3) **research and scholarly activity** through the generation of a research design, as well as (4) **creativity** as assignments challenge students to think in innovative ways to produce original arguments, evaluate problems, and teach substantive material to their peers. (5) **Communication** is emphasized through the completion of a variety of written assignments as well as class discussion so enable students to develop their voice and refine their effectiveness as writers and speakers. Students will enhance their (6) **global awareness** through comparative approaches to law and judicial systems, and students are

challenged to develop 7) **social responsibility** by critically evaluating the causes and consequences of judge-made law across increasingly interdependent yet diverse communities across the globe. Finally, students refine 8) **teamwork** and 9) **leadership skills** through serving as class discussion leader teams to guide and contribute student learning of course themes and readings.

LEARNING OUTCOMES

Over the course of the semester students will have:

- Developed an understanding of the a) key elements of judicial institutions and legal systems cross-nationally and internationally, b) how law and courts operate within and across jurisdictions and political contexts, and c) how institutions shape behavior of judges, states, and the transnational legal community(s).
- Become introduced to diverse perspectives of the rule of law and become familiar with basic social science theories and be able to apply theoretical perspectives to explain political behavior and processes.
- Become familiar with peer-reviewed academic scholarship and empirical studies.
- Developed the skills necessary to understand and evaluate contemporary problems as well will have learned to think critically and analytically about political issues and articulate arguments in oral and written form.
- Demonstrate self-awareness of their own individual assumptions, implicit biases, and stereotypes.
- Demonstrate critical thinking skills to analyze and evaluate multiple perspectives and viewpoints, developing nuanced, independent thinking skills that synthesizes knowledge acquired.
- Demonstrate empathy and open-mindedness to others, demonstrating respect and value of diversity of cultures, backgrounds, viewpoints, and experiences.
- Developed effective teamwork and leadership skills for collaborative work while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.
- Created an original research design that empirically evaluates international or comparative role, function, or impact of law and courts

COURSE REQUIREMENTS AND GRADING

Evaluation in this course will be based on the following components:

Class Discussion and Participation	20%
Article Analysis and Evaluation	25%
Team Teaching Presentations	25%
Research Design Paper	30%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Class Discussion and Participation

Attendance and participation are essential for this seminar-style class. Students are responsible for offering their thoughts, opinions, and questions without solicitation from the instructor. Needless to say, these thoughts should have merit, be related or based upon the readings, and intended to contribute to active learning and inquiry. Students are expected to complete the readings each week, even if they are not presenting the material that week. Students are expected to contribute to conversations, discussions, and questions as co-equal contributors of knowledge.

Article Analysis and Evaluation

Students are required to complete an Article Analysis and Evaluation assignment on identified days as noted in Course Schedule. This assignment assists students in breaking down peer-reviewed academic articles so as to improve student comprehension and understanding. These assignments also challenge students to evaluate these articles so as to develop critical and analytical thinking skills.

These Article Analysis and Evaluation assignments are **due in the beginning of class** (in hard copy format preferably though via email is acceptable as long as the timestamp of receipt is prior to 9 am). Late assignments are not accepted; however, the lowest two grades will be dropped.

Team Teaching Presentations

Each week will have Team Discussion Leaders assigned, whose role that week is to teach (present) the articles for that session as well as initiate, guide, and moderate the discussion of the readings for that class session. Discussion Leaders can select to present and teach the readings to the class, and/or facilitate student-led discussions to address main themes, core arguments, limitations, and questions. Discussion Leaders are intended to facilitate peer-based learning, where all students are expected to have equal share of knowledge, learning capacity, and responsibility. The instructor will assist and interject as needed to ensure that fundamental themes, theories, implications, and details are articulated and explained, as well as any error-correction that may be needed.

Research Design Paper

Students are required to submit an original research design paper, 10-15 pages (typed and submitted in hard copy format). This research design paper must identify a viable research design to empirically examine some theoretically important research question dealing with comparative courts, international courts, or the rule of law. Students are **not** required to carry out the research itself. The research design must: 1) identify the research question(s), 2) explain its importance, 3) develop a fully-specified theory informed by existing scholarship (theory and literature review synthesized or interwoven together), and 4) offer an appropriate plan to carry out this research (including adequate discussion of data collection or usage, sample selection, and appropriate analyses). **Students are not required to conduct any analyses and no prior methodological education is required.** The instructor will assist students with their research design analytic plan, and students are encouraged to submit drafts to the instructor prior to the deadline for feedback. The paper should be 10-15 pages, double-spaced, typed, employ APSA in-text citation style (see end pages of syllabus), and must include references (not counted towards page limit guidelines). Outline is provided on page 15 of syllabus.

UNIVERSITY WRITING CENTER

The University Writing Center is a useful tool each of student should take advantage of in for all written/paper assignments. While not required, your paper will be improved following a consultation with the staff. The staff sees students through appointments or walk-ins, though appointments are preferred. For more information, go to: [http://uwc.utep.edu/index.php/hours- location](http://uwc.utep.edu/index.php/hours-location). For appropriate assignments, **I offer up to 10 points extra credit** if you consult the writing center. **In order to be eligible for this credit, you must show evidence of your consultation and evidence of the revisions suggested and those you made. You must also provide a reflection as to what you learned from the experience** (for instance, what types of errors do you systematically make and how can you correct them). Hence, credit will only be possible with adequate evidence and thoughtful reflection of the writing and revision process.

SPECIAL ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

ACADEMIC DISHONESTY

Absolutely no form of academic dishonesty will be tolerated. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. *Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.* Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

COUNSELING AND PSYCHOLOGICAL SERVICES

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students, via in-person and Zoom. Student tuition includes free individual and/or group counseling and mental health services. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

ADELANTE CHILD DEVELOPMENT CENTER

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more information, please call: **915-532-1114** or contact: studentaffairs.utep.edu/childcare. If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

COVID STUDENT RESPONSIBILITIES

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

In short, if you feel ill, stay home.

GENERAL EXPECTATIONS

All students are expected to behave professionally in class and are held responsible for all material covered in the textbooks, articles, videos, and class discussions. If you miss a class, you are still responsible for the content of that day's information—which you can obtain from classmates and the assignments.

Disruptive behavior is not tolerated, including (but not limited to) inappropriate computer use, reading newspapers, inappropriate talking during lectures or discussions, using cell phones, and disrespecting classmates or the instructor. Additionally, all students are expected to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are not prepared to participate in the class discussion. The use of laptops is to be for class purposes only.

This class is designed to introduce new information and challenge students with new, and sometimes controversial, ideas, and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. However, safe does not always mean comfortable. This class does not give you knowledge—i.e., knowledge and understanding are not transfused to students by simply sitting in class. Learning is an interactive process, requiring engagement with the material. Assignments are designed to assist you in learning processes, which consist of understanding material, remembering material themes and concepts, and being able to

clearly (and correctly) communicate that material. Learning also entails developing your own insights, and applying them to better your own livelihood and authentic self.

CIVILITY AND RESPECT

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, but courteous behavior and responses are expected. Our campus community reflects and is a part of a society comprising all races, genders, ethnicities, creeds, sexualities, ideologies, and social circumstances. It is fundamental to our mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, heterosexism, and discrimination against those with disabling conditions. All identity groups (genders, sexualities, races, ethnicities, nationalities, creeds, religions, socioeconomic classes, etc.) must be treated respectfully.

COURSE SCHEDULE

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. Literature not included in the textbook but listed on syllabus are the responsibility of students to locate and read. Academic articles can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles. **Under no circumstance should you pay to access an article.** If you need help locating a specific article, email me and I will help you.

While I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced. *Readings due* are homework assignments due for that day in class.

January 17: Introduction: Law, Justice, Legal Systems, Courts

January 19: Models of Judicial Decision-Making

January 24: Models of Judicial Decision-Making

Readings due:

Maoz Rosenthal & Shai Talmor (2022) Estimating the "Legislators in Robes": Measuring Judges' Political Preferences, *Justice System Journal*, 43:3, 373-390.

Collins Jr., Paul M., Matthew Eshbaugh-Soha. 2022. "The Supreme Court, the President, and Congress: Lawmaking in a Separation-of-Powers System." *The Journal of Law and Courts* 10 (2): 213- 237.

January 26: U.S. Courts

Readings due:

Badas, Alex, Billy Justus & Siyu Li. 2022. "Assessing the Influence of Supreme Court's Shadow Docket in the Judicial Hierarchy." *Justice System Journal* 43 (4): 609-622.

Stobb, Maureen. 2021. "The Costs of Going Global: Lower Court Response to Constitutional Cross-Fertilization." *The Journal of Law and Courts* 9 (2): 215- 232.

January 31: U.S. Courts

Readings Due:

Schorpp, Susanne, David Hoffman, and Benjamin Kassow. 2017. "'Tilted Scales': The Impact of the U.S. Supreme Court on American Income Inequality." *The Justice System Journal* 38 (3): 213- 240.

Moyer, Laura. 2022. "'She Blinded Me with Science': The Use of Science Frames in Abortion Litigation before the Supreme Court." *Justice System Journal* 43 (2): 153-173.

**Article Evaluations due for above two articles (turn in at beginning of class)*

February 2:

Readings Due:

Robinson, Zoë, Patrick Leslie, and Jill Sheppard. 2022. "Judicial Ideology in the Absence of Rights: Evidence from Australia." *The Journal of Law and Courts* 10 (2): 239-264.

Moustafa, Tamir. 2003. "Law versus the State: The Judicialization of Politics in Egypt." 28 (4): 883–930.

February 7:

Readings Due:

Azul A. Aguiar-Aguilar (2022) Understanding the Judiciary from the Inside. The Legal Culture of Judges in Mexico¹, *Justice System Journal*, 43:4, 576-592.

Helmke, Gretche, Yeonkyung Jeong, and Jae-Eun C. Kim. 2022 "Insecure Institutions: A Survivalist Theory of Judicial Manipulation in Latin America." *The Journal of Law and Courts* 10 (2): 265-285.

February 9:

Readings Due:

Stohler, Stephan. 2022. "Giving Succor to Extremism?: Judicial Behavior toward Extreme Speech in Constitutional Democracies." *The Journal of Law and Courts* 10 (2): 287-318.

Vanberg, George. 2015. "Constitutional Courts in a Comparative Perspective: A Theoretical Assessment." *Annual Review of Political Science* 18: 167-85.

****Article Evaluations due for above two articles (turn in at beginning of class)***

February 14:

Readings Due:

Burgis, Michelle. 2007. "Judicial Reform and the Possibility of Democratic Rule in Jordan: A Policy Perspective on Judicial Independence." *Arab Law Quarterly* 21 (2): 135- 169.

Schaaf, Steven D. 2021. "When Do Courts Constrain the Authoritarian State? Judicial Decision-making in Jordan and Palestine." *Comparative Politics* 54 (2): 375- 399.

Research Question DUE

February 16:

Readings Due:

Nie, Mintao, Gunnar Grendstad, William R. Shaffer, and Eric N. Waltenburg. 2022. "The Impact of Female Leadership in Collegial Courts on Time to Render Merits Decisions: Evidence from the Norwegian Supreme Court" *Justice System Journal* 43 (3): 353-372.

Hoadley D, Bartolo M, Chesterman R, Faus A, Hernandez W, Kultys B, Moore AP, Nemsic E, Roche N, Shangguan J, Steer B, Tylinski K and West N. 2021. "A Global Community of Courts? Modelling the Use of Persuasive Authority as a Complex Network." *Frontiers in Physics* 9: 665719.

February 21:

Readings Due:

Gibson, James L., Gregory A. Caldeira, and Vanessa A. Baird. 1998. "On the Legitimacy of National High Courts." *American Political Science Review* 92 (2): 343-358.

Epperly, Brad, and Jacqueline Sievert. 2019. "Conflict and Courts: Civil War and Judicial Independence Across Democracies." *Political Research Quarterly*, 72 (3): 700- 713.

February 23:

Readings Due:

Gibler, Douglas M. and Kirk A. Randazzo. 2011. "Testing the Effects of Independent Judiciaries on the Likelihood of Democratic Backsliding." *AJPS* 55: 696-709.

Collins, Jr., Paul M., and Lauren A. McCarthy. 2017. "Friends and Interveners: Interest Group Litigation in a Comparative Context." *The Journal of Law and Courts* 5 (1): 55- 80.

February 28:

Readings Due:

Moustafa, Tamir. 2014. "Law and Courts in Authoritarian Regimes" *Annual Review of Law and Social Science* 10: 281-299.

Popova, Maria. 2010. "Political Competition as an Obstacle to Judicial Independence: Evidence from Russia and Ukraine," *Comparative Political Studies* 43 (10): 1202-1229.

****Article Evaluations due for above two articles (turn in at beginning of class)***

March 2:

Readings Due:

Masood, Ali S., and Monica E. Lineberger. 2019. "United Kingdom, United Courts? Hierarchical Interactions and Attention to Precedent in the British Judiciary." *Political Research Quarterly* 73 (3): 714- 726.

Tutton, Jordan, Kathy Mack, and Sharyn Roach Anleu. 2018. "Judicial Demeanor: Oral Argument in the High Court of Australia." *The Justice System Journal* 39 (3): 273- 299.

March 7:

Readings Due:

Staton, Jeffrey K. 2006. "Constitutional Review and the Selective Promotion of Case Results." *American Journal of Political Science* 50 (1): 98- 112.

Serrano, Santiago Basabe. 2019. "The Representation of Women in the Judicial Branch: Eighteen Latin American High Courts in Comparative Perspective." *Políticos* 185: 259-286.

March 9:

Readings Due:

Bakiner, Onur. 2016. "Judges Discover Politics: Sources of Judges' Off-Bench Mobilization in Turkey." *The Journal of Law and Courts* 4 (1): 131- 157.

Huebert, Erin T., and Amy H. Liu. 2017. "Ethnic Identity and Attitudes Toward State Institutions: Evidence of Judicial Legitimacy Among the Indigenous in Latin America." *Politics, Groups, and Identities* 5 (4): 561- 579.

**Article Evaluations due for above two articles (turn in at beginning of class)*

March 13- 17: Spring Break**March 21: No class****March 23:**

Readings Due:

Sternberg, Sebastian, Sylvain Brouard, and Christoph Hönnige. 2021. "The Legitimacy-conferring Capacity of Constitutional Courts: Evidence from a Comparative Survey Experiment." *European Journal of Political Research*.

Baird, Vanessa A., and Debra Javeline. 2007. "The Persuasive Power of Russian Courts." *Political Research Quarterly* 60 (3): 429-442.

Theory DUE

March 28:

Readings Due:

Skiple, Jon Lare, Henrik Litleré, and Mark Jonathan McKenzie. 2021. "How Docket Control Shapes Judicial Behavior: A Comparative Analysis of the Norwegian and Danish Supreme Courts." *The Journal of Law and Courts* 9 (1): 111-136.

Rosenthal, Maoz, Gad Barzilai, and Assaf Meydani. 2021. "Judicial Review in a Defective Democracy: Judicial Nominations and Judicial Review in Constitutional Courts." *The Journal of Law and Courts* 9 (1):

March 30:

Readings Due:

Ramseyer, J. Mark, and Eric B. Rasmusen. 1997. "Judicial Independence in a Civil Law Regime: The Evidence From Japan." *Journal of Law, Economics, and Organization* 13 (2): 259-286.

Tate, C. Neal, and Stacia L. Haynie. 1993. "Authoritarianism and the Function of Courts: A Time Series Analysis of the Philippine Supreme Court, 1961-1987." *LSR* 27 (4): 707-740.

April 4:

Readings Due:

Achenchabe, Yassine, and Mohammed Akaaboune. 2021. "Determinants of Judicial Efficiency in Morocco." *Open Journal of Business and Management* 9 (5): 2407- 2424.

Bartels, Brandon L. and Eric Kramon. 2020. "Does Public Support for Judicial Power Depend on Who Is in Power? Testing a Theory of Partisan Alignment in Africa." *American Political Science Review* 114: 114-63.

**Article Evaluations due for above two articles (turn in at beginning of class)*

April 6:

Readings Due:

Uzebu-Imarhiagbe, Enibokun. 2020. "Women in the Nigerian Judiciary: Considerable Headway or Organised Progress?" *International Journal of the Legal Profession* 27 (2): 175- 188.

Taylor, Whitney K. 2020. "Constitutional Rights and Social Welfare: Exploring Claims-Making Practices in Post-Apartheid South Africa." *Comparative Politics* 53 (1): 25- 48.

April 11:

Readings Due:

Barnwal, Ajay K., and Anuja Mishra. 2021. "Toxic Masculinity and Inherent Misogyny on Social Media: Preventive Laws and Indian Judicial Approach." *Big Data Analytics in Cognitive Social Media and Literary Texts*: 183- 197.

Cheesman, Nick. 2011. "How an Authoritarian Regime in Burma Used Special Courts to Defeat Judicial Independence." *Law & Society Review* 45 (4): 801–830.

April 13:

Readings Due:

Gibson, James L., and Gregory A. Caldeira. 2003. "Defenders of Democracy? Legitimacy, Popular Acceptance, and the South African Constitutional Court." *The Journal of Politics* 65(1): 1-30.

Wei, Shuai. 2021. "Gendered Justice in China: Victim-Offender Mediation as the 'Different Voice' of Female Judges." *International Journal of Offender Therapy and Comparative Criminology* 65 (4): 346- 372.

Research Design Analytic Plan DUE

April 18:

Readings Due:

Daly, Tom Gerald, and Micha Wiebusch. 2018. "The African Court on Human and Peoples' Rights: Mapping Resistance Against a Young Court." *International Journal of Law in Context* 14 (2): 294- 313.

Alter, Karen. 2011. "Tipping the Balance: International Courts and the Construction of International and Domestic Politics." *Cambridge Yearbook of European Legal Studies* 13: 1- 22

April 20:

Readings Due:

Powell, Emilia Justyna, and Ilana Rothkopf. 2022. "Domestic Constitutional Oversight and International Courts: Islamic Law States." *The Journal of Law and Courts* 10 (2): 319-352.

Cheruvu, Sivaram, and Jay N. Krehbiel. 2022. "Delegation, Compliance, and Judicial Decision Making in the Court of Justice of the European Union." *The Journal of Law and Courts* 10 (1): 113-138.

April 25:

Readings Due:

Powell, Emilia Justyna, and Sara McLaughlin Mitchell. 2007. "The International Court of Justice and the World's Three Legal Systems." *Journal of Politics* 69 (2): 397- 415.

Simmons, Beth Ann, and Allison Danner. 2010. "Credible Commitments and the International Criminal Court." *International Organization* 64 (2): 225-256.

****Article Evaluations due for above two articles (turn in at beginning of class)***

April 27:

Readings Due:

Hillebrecht, Courtney. 2012. "The Domestic Mechanisms of Compliance with International Law: Case Studies from the Inter-American Human Rights System." *Human Rights Quarterly*, 34 (2): 959-985.

Stiansen, Øyvind, and Erik Voeten. 2020. "Backlash and Judicial Restraint: Evidence from the European Court of Human Rights." *International Studies Quarterly* 64: 770- 784.

May 2:

Readings Due:

Jeffrey, Alex, and Michaelina Jakala. 2015. "Using Courts to Build States: The Competing Spaces of Citizenship in Transitional Justice Programmes." *Political Geography* 47: 43- 52.

Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly* 64 (3): 609- 625.

May 4: Conclusions

Research Design Paper DUE

Research Design Outline

<Title page>

I. Introduction (page 1)

- a. **Identify and discuss your research question:** why this question is important? Is there any background information that is necessary to understand the question
- b. **This should be a very short section** (only two paragraphs roughly, unless significant background is needed)

II. Theory (starts on page 2 and is longest section of paper)

1. **Identify and explain what your proposed (expected) answer is to your research questions**
2. **Identify the causal factors** (i.e., independent variable) that lead to the result/consequence/event of interest (i.e., dependent variable); How do these factors work to lead to the event of interest? Who are the important actors in these processes? Are there necessary or sufficient conditions for these factors to cause the event of interest? Does this process (i.e., causal mechanism) work for all countries, all time frames? Or is it limited to particular contexts?
3. **This story must incorporate and be informed by previous research.** Previous research tells you what we know about these processes and events, and should be used to build your theoretical narrative and arguments. **Previous literature is used to supplement your arguments, to show how your theory fits within existing knowledge and offers examples and evidence to bolster your claims. You need to explain and justify everything—nothing speaks for itself.**
4. Based upon your theory, **what do you expect to see in the real world if your theory is true** (i.e., hypothesis or multiple hypotheses). The hypothesis tells me what you expect to see in the real world if your theory is true. Your theory tells me why this outcome should be predicted and how these causal mechanisms work in detail.

III. Research Design or Analytic Plan

1. Is your research question best addressed via qualitative or quantitative methods?
2. What kind of data would you need to evaluate? Does this data already exist?
 - i. Explain how you would measure each theoretical concept, including your independent variable, dependent variable, and control variables
 - ii. If you would need to generate data, how would you collect that data? From whom?
3. What kind of analysis is appropriate for this data?
4. **You are not presumed to have all this information.** The intent is that **you work with me in this section** and learn through this process.

<References>

APSA Style Guide

For full style manual see:

<https://connect.apsanet.org/stylemanual/wp-content/uploads/sites/43/2018/11/Style-Manual-for-Political-Science-2018.pdf>

In-text Citations

These are parenthetical portions, usually at the end of sentences, that provide the immediate source of the information used in the sentence. Citations are required for direct quotations, paraphrasing, and facts or opinions not generally known or easily checked. The citations refer the reader to the full source information in the reference list at the end of the manuscript, and are therefore an essential aspect of a manuscript.

APSA employ the *author-date* style preferred by many in the physical, natural, and social sciences. For example: (Smith 2002) or (Smith 2002, 148). See more examples below.

Each parenthetical citation **must** have a matching source that appears in the reference list at the end of the manuscript, including the citations found in endnotes and in the source notes of tables and figures.

Template: (author last name(s) <space> publication year)
(author last name(s) <space> publication year, page number)

Examples: (Arena 2014) (Durant n.d.) *where n.d. means “no date”

Page numbers must be included for quotes, and should be included to point to specific data sets, ideas, or to avoid ambiguity. The numbers should point to a specifically contextual page or range of pages. The page numbers can be cited as either inclusive or nonconsecutive page numbers.

(Jentleson 2015, 12–14) (Fraser 2017, 227)

With two or three authors, cite all names each time. Use *and*, not an ampersand (&).

(Dodd and Oppenheimer 1977) (Roberts, Smith, and Haptonstahl 2016)

When four or more authors are cited, *et al.* should follow the first author’s last name, even in the first reference, unless the author is in multiple references where the *et al.* would not be the same, in which case use the first and second author’s last names before *et al.* (and so on) or a shortened title in quotes preceded by a comma.

(Angel et al. 1986)

When multiple sources are cited together, they are included in the same parentheses, but separated by semicolons. They should be alphabetized.

(Hochschild 2015; Jentleson 2015)

(Hauck 2000; Hauck and Vogelsong 2005; Hauck, Smith, and Vogelsong 2010; Jordan et al. 1999, 56–58; Walthall 2012)

Citations of multiple sources by the same author, but published in different years, can omit the name with the second source and beyond.

(Barbarosa 1973; 1978) (Barbarosa 1973, 18; 1978, 32)

If two or more sources are published by the same author in the same year, add lowercase letters to the publication year. To determine how to label the sources with the letters, alphabetize them by title.

(Frankly 1957a, 1957b)

A parenthetical citation to a statute or court case should include the name of the case (in italics except for v.) or statute and the year.

(*Baker v. Carr* 1962)

References

The References section is the same as a Works Cited or Bibliography section at the end of the manuscript.

All references should be alphabetized by author last name. Single-authored sources precede multi-authored sources beginning with the same last name. Multi-authored sources with the same name (first and last) of the first author should continue to be alphabetized by the second author's first name. When a source cannot be alphabetized by the author's name, alphabetize it by (in descending order): year (oldest to newest), editor's name, title, or descriptive phrase. When alphabetizing by article title, an initial article is ignored. Undated or forthcoming books follow all dated works.

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Each part of a reference is separated by a period, except when otherwise indicated. Each part begins with a capital letter unless it is a lowercase part of an author's, editor's, or translator's name. The general format is:

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If the source was published by an organization, association, or corporation and does not carry an author's name, the organization is listed as the author, even if it is also the publisher.

When no author is associated with a source, but an editor(s) or translator(s) is, those names take the place of the author's name. The abbreviations *ed.* or *eds.*, or *trans.* follows the name(s), preceded by a comma.

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When the year of publication cannot be located, *n.d.* must take its place. When the publication is forthcoming (that is, not yet published), the term *forthcoming* takes the place of the year.

Examples

Journal examples

Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3): 651–69.

Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2): 503–5. doi: 10.1017/S153759271800066X.

Prufer, Olaf. 1964. "The Hopewell Cult." *Scientific American*, December 13–15.

Book Chapter examples

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.

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Hall, Peter Dobkin. 2006. "A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000." In *The Nonprofit Sector: A Research Handbook*, 2nd edition, eds. W. W. Powell and R. Steinberg, 32–65. New Haven, CT: Yale University Press.

Hermann, Margaret G. 1984. "Personality and Foreign Policy Decision Making: A Study of Fifty-Three Heads of Government." In *Foreign Policy Decision Making*, eds. Donald A. Sylvan and Steve Chan, 133–52. New York: Praeger.

Book examples

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee, and Eric Schickler. 2016. *Congress and Its Members*, 14th edition. Washington, DC: CQ Press.

Website/Blog/Social Media example

Sides, John. 2008. "Who Will Win the Nominations?" *The Monkey Cage* [blog], January 3. http://themonkeycage.org/2008/01/who_will_win_the_nominations/.

Dissertation or thesis example

Munger, Frank J. 1955. "Two-Party Politics in the State of Indiana." PhD diss. [or Master's thesis.] Harvard University.

Conference paper (unpublished) example

Mefford, Dwain, and Brian Ripley. 1987. "The Cognitive Foundation of Regime Theory." Paper presented at the Annual Meeting of the American Political Science Association, Chicago.