

POLS 3362 – INTERNATIONAL LAW AND POLITICS

MW: 9:00 – 10:20 am in Quinn 206

INSTRUCTOR: Dr. Rebecca A. Reid
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OFFICE: 307 Benedict Hall
STUDENT HOURS: Mondays 10:30 am- 1:00 pm and 2:30- 5:30 pm;
Wednesdays 10:30 am- 12 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, Wixarrika 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 introduces the politics of international law. The class will employ methods that are both traditional (lecture-based) and non-traditional (such as simulations, group work, applied learning, and projects) to enable students to explore and analyze institutions and interactions between law, states, international institutions, and legal systems. This course will survey a broad array of international treaty and customary laws, international legal concepts and sources, current debates within political science concerning international law, international adjudication, compliance, international institutions, the relationship between domestic and international law, and the relationship between politics and law.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) **problem-solving** and (2) **critical thinking** through class discussions, critical reflections, self-assessments, and role-playing/simulation activities that apply class themes to real world problems; (3) **research and scholarly activity** through examining scholarship in the discipline, synthesizing arguments, and generating new knowledge across a variety of assignments; (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 a variety of assignments and class discussion to enable students to develop their voice and refine their effectiveness as writers and speakers; 6) **global awareness** through comparative approaches to law and politics; 7) **social responsibility** by critically evaluating the causes and consequences of politics and law across increasingly interdependent yet diverse communities across the globe; 8) **leadership skills** through student teaching, team work, self-assessment and critical reflection; and 9) **team work** through group projects and class activities.

LEARNING OBJECTIVES

The course seeks to promote student development across three areas: substantive knowledge development, student skill development, and personal and inter-personal development. These learning objectives are supplemented by students' own, individual goals for the course and self-directed learning objectives.

Substantive Knowledge Development

- Develop and demonstrate an understanding of a) **key elements of international law**, including treaty law, customary law, human rights law, humanitarian law, criminal law, environmental law, law pertaining to Indigenous Peoples, etc.; b) **supranational courts** and legal development; c) how **legal and political institutions shape state and transnational community behavior**; d) how **law and courts operate across political contexts**.
- Develop and demonstrate an understanding of basic **political science and legal theories** and be able to apply these theoretical paradigms.
- Develop and demonstrate an understanding of long-standing and **contemporary debates** surrounding the importance, impact, and development of international legal regimes.
- Develop and demonstrate an understanding of **implications of policies and processes**, analyzing and evaluating the implications and repercussions of policies across a variety of metrics (such as ethics, equity, inclusion, and justice).

Skill Development

- Develop and demonstrate **critical and analytical thinking** skills necessary to analyze, adapt, and apply theoretical, political, legal, and normative arguments about international legal and political issues.
- Develop and demonstrate the ability to **synthesize and articulate** arguments in response to specific legal questions and real-world events.
- Develop and demonstrate **creativity** in weaving together existing knowledge from scholarship with personal knowledges, experiences, and ideas to create novel arguments, inquiries, approaches, and/or paths of knowledge.
- Develop and demonstrate effective **teamwork** skills for collaborative work while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.
- Develop and demonstrate **leadership** skills through successful development of a) their own voice and active listening skills (*communication*); b) their ability to identify shared, unifying goals and develop action plans to achieve these overarching goals (*vision*); c)

their ability to demonstrate open-mindedness and appreciation of others' experiences, viewpoints, and contributions (*empathy*); and d) ability to identify commonalities, sources of (potential) disagreement, and alternative options/compromises through mutual agreement (*conflict resolution*).

Personal and Inter-Personal Development

- Develop **self-awareness and self-knowledge**, through **self-reflection and self-assessment**, including a) identifying their own goals, identities, beliefs, assumptions, stereotypes, implicit biases, and ethics; b) improving stress management and recognition; c) identifying their own leadership goals and styles; d) developing metacognition and individualized learning goals and assessment; and e) developing confidence, self-motivation, and self-efficacy.
- Identify and develop individual and community-based strategies for **civic engagement**, political action, and social mobilization across levels of governance and issue areas, based upon student interests and goals.

COURSE ASSIGNMENTS

This course includes a variety of assignments, intended to structure student learning through the practice of different skills; offer feedback to improve student learning (formative assessment), and evaluate student learning (summative assessment).

Discussion and Participation	10%
Individual Development Plan	10%
Critical Reflections	10%
Self-Assessments	15%
International Law Today	15%
Moot Court	20%
Final Exam	20%

GRADING

The grading scale is as follows:

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

Discussion and Participation

Attendance and participation are essential for this class. Students are responsible for contributing to conversations, discussions, and questions as co-equal contributors of knowledge. Classes will regularly include lecture (to avoid the purchase a textbook), activities, discussion, and group work.

Individual Development Plan

Each individual (career) development plan packet contains a variety of worksheets. Evaluation is based upon completion and good faith effort. The purpose is to provide time, space, and assistance in explicitly identifying student goals and career opportunities.

Critical Reflections

Critical Reflections are assignments that ask students to develop, communicate, and reflect upon their experiences, identities, assumptions, and opinions. These assignments ask the student to engage in self-reflection; as such, critical reflections are an extension of critical thinking and metacognition. These assignments are evaluated based upon quality of student engagement, not by the content of the answers.

Self-Assessments

Self-assessments are assignments that challenge students to reflect and evaluate their performance, relationships, progress, and learning across several topics. Analyzing and evaluating oneself enables self-awareness and metacognition by identifying and measuring growth, improvement, and performance. It also facilitates student autonomy in deciding what aspects to improve upon and what is important to them (or less important) based upon their own goals. It also fosters dialogue to assist with self-identified learning goals and strengths/weaknesses.

International Law Today

This recurring homework assignment challenges students to engage in current events worldwide to identify ongoing or recent events that may involve international law directly or indirectly. Students summarize and evaluate the event, applying class themes to the real world and engaging with actual examples of policy/law in action.

Final Exam

Students will be provided the final exam early in the semester. The final exam consists of essay questions that students are intended to work on over the course of the semester. The exam is designed to be an iterative process, where students can build and revise their responses as they gain new knowledge, insights, and instructor feedback. Only the final version of the exam will be graded (as summative assessment) at the end of the semester.

Moot Court

Students will participate in two moot court simulations, where the class will be divided into three student groups: Plaintiffs, Defendants, and Judges. The simulation is based upon real-world regional and international courts and conflicts, albeit modified for the content and timeframe of this course. The moot court simulation is evaluated via a rubric.

STUDENT SUPPORT AND RESOURCES

A variety of university-provided resources and support centers can be located here: <https://www.utep.edu/student-affairs/>. Some of these services are highlighted below.

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. 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 <https://www.utep.edu/student-affairs/cass/>. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/CASS/INDEX.HTML](https://www.utep.edu/student-affairs/cass/index.html)

UNIVERSITY CAREER CENTER

The Career Center has a number of great services, resources, and events that can help you explore career options that align with your interests and values. They offer free services, including: one-on-one appointments, recruiting and networking events, interview preparation, resume building workshops, career advising, job search resources, career planning tools and templates, career fairs, job and internship hunting support, and more.

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/CAREERS/STUDENTS-ALUMNI/STUDENT-SERVICES.HTML](https://www.utep.edu/student-affairs/careers/students-alumni/student-services.html)

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/CAREERS/INDEX.HTML](https://www.utep.edu/student-affairs/careers/index.html)

MILITARY STUDENT SUCCESS CENTER

The Military Student Success Center (MSSC) serves the military-affiliated community of El Paso, Fort Bliss and beyond as the epicenter for success at The University of Texas at El Paso. Through a collaborative effort the MSSC ensures student success by achieving academic, social and professional development from admissions to graduation. The MSSC accomplishes this effort by extending student support services, assisting in using educational benefits and facilitating the transition from military to college life. The MSSC's vision is to make UTEP one of the most Military Friendly Institutes of Higher Learning in the country. We strive to meet the unique and ever-changing needs of our military students by continually reviewing, analyzing and updating our policies and procedures. Our goal is to make the MSSC at UTEP a model program of successful transition into civilian life for military students.

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/MSSC/INDEX.HTML](https://www.utep.edu/student-affairs/mssc/index.html)

CHILD CARE

A YWCA Early Learning Academy (ELA) is a warm, friendly place that fosters exploration, problem solving, creativity and growth. Each site is staffed with highly-trained, nurturing caregivers who appreciate each and every child, as they are now, and for the amazing person they will grow up to be! With more than 35 years of experience in child care, the YWCA is your best choice for child care in El Paso.

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/EARLY-LEARNING-ACADEMY/INDEX.HTML](https://www.utep.edu/student-affairs/early-learning-academy/index.html)

If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

COUNSELING AND PSYCHOLOGICAL SERVICES

The University Counseling Center is dedicated to providing high quality mental health services that support students' ability to benefit from their experience at the University of Texas at El Paso. To this end the center provides career counseling, educational workshops, individual and group counseling, crisis intervention, and professional training experiences that are responsive to the individual, cultural, and demographic diversity of our students. 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.

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/COUNSEL/RESOURCES/SERVICES-STUDENTS-FAQ.HTML](https://www.utep.edu/student-affairs/counsel/resources/services-students-faq.html)

[HTTPS://WWW.UTEP.EDU/STUDENT-AFFAIRS/COUNSEL/RESOURCES/SERVICES-STUDENTS.HTML](https://www.utep.edu/student-affairs/counsel/resources/services-students.html)

GENERAL POLICIES

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.

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 <https://www.utep.edu/ehs/covid/>.

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. Lecture slides are posted to Blackboard (under Course Content) after class or at the end of the module. Students should strive to attend class on time and let me know in advance if they will miss class so any accommodations can be made. Students are welcome to bring and use laptops, iPad, and/or other assistive technologies to enable and enhance their learning. Students should also bring pen/pencil and paper to class for class assignments.

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.) should 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 expected to read the material **prior** to the class. Literature listed on the syllabus but not included in a textbook 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**, unless otherwise announced.

August 28: Welcome

August 30: Introduction

September 4: No class

September 6: What is international law, and why should we care?

September 11: International Conventions and Treaty Law

September 13: Customary Law (and other sources)

September 18: Jurisdiction, Subjects, and Immunities
Due: International Law Today

September 20: Discussion

September 25: Territory, Succession, Recognition
Due: Take-home Quiz 1

September 27: Territory, Succession, Recognition

October 2: State Responsibility and Dispute Settlement

October 4: United Nations

October 9: International Humanitarian Law
Due: International Law Today

October 11: International Criminal Law

October 16: Moot Court 1: Workshop
Due: Take-home Quiz 2

October 18: Moot Court 1: Workshop

October 23: Moot Court 1: Oral Arguments
Due: Litigant Briefs, hard copy (Moot Court 1)

October 25: Moot Court 1: Judicial Verdict
Due: Team Reflection (Litigant teams)

October 30: Law of the Sea and Environmental Law

November 1: International and Domestic Law: Conflict, Cooperation, and Compliance

Due: Judicial Opinion, hard copy (Moot Court 1)

November 6: International and Domestic Law: Conflict, Cooperation, and Compliance

Due: Team Reflection (judge team)

November 8: International Human Rights Law

November 13: Indigenous Peoples and International Law

November 15: Asylum and Refugees

Due: International Law Today

November 20: Moot Court 2: Workshop

Due: Take-home Quiz 3

November 22: Moot Court 2: Workshop

November 27: Moot Court 2: Oral Arguments

Due: Litigant Briefs, hard copy (Moot Court 2)

November 29: Moot Court 2: Judicial Verdict

Due: Team Reflection (Litigant teams)

Dec 4: Conclusions

Due: Judicial Opinion, hard copy (Moot Court 2)

Due: Team Reflection (judge teams)

Dec 6: Final Exam due