

POLS 5331 – International Organizations / International Law

Thursdays: 6:00 – 8:50 pm in LART 209

INSTRUCTOR: Dr. Rebecca A. Reid
EMAIL: rareid@utep.edu
OFFICE: 307 Benedict Hall
STUDENT HOURS: Thursdays 11:00 am -12:00 pm and 2:00 pm- 5:30 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

Seminar in International Organization and International Law (3-0) focuses on the creation and operation of international organizations, both state and non-state based, and on the continuing evolution of international 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 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 a unique research design; (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 international organizations, 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) **international organizations**; and c) how **legal and political institutions shape behavior**.
- 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 organizations and international law.
- Develop and demonstrate an understanding of **implications of institutions, 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.

RECOMMENDED READINGS

- Shaw, Malcolm N. *International Law*. (Any edition). Cambridge University Press: NY.
- Johns, Leslie. *Politics and International Law: Making, Breaking, and Upholding Global Rules*. Cambridge University Press.

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).

Attendance, Participation, Assignments	10%
Article Analysis and Evaluation	15%
Article Presentations	15%
Research Design Components	15%
Litigant Brief	20%
Research Design	25%

GRADING

The grading scale is as follows:

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

Attendance, Participation, and In-class Assignments

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, activities, discussion, assignments, and group work. Participation requires more than attendance, as student levels of engagement and quality of contributions are included in this grade component.

Article Analysis and Evaluation

Students are required to turn in a completed Article Analysis and Evaluation assignment for each assigned reading. These assignments are due in hard copy format at the beginning of class. This assignment assists students in breaking down peer-reviewed academic articles to improve student comprehension and understanding as well as challenge students to develop critical and analytical thinking skills. The assignment is available in Blackboard under Course Content.

Article Presentations

Students will create short presentations to lead discussion of assigned articles on particular weeks. Article analysis and evaluation assignments are not required for the article(s) presented. Article presentations are evaluated by preparedness, completeness, organization, clarity, and demonstrated good faith effort to understand and communicate complex material and synthesize with previous readings.

Litigant Brief

Students will work in assigned groups to draft a litigant brief regarding the ongoing Israel-Hamas and Palestinian conflict. An outline is provided in the syllabus.

- You must use real-life events and evidence on the ongoing conflict as the premise for your claims and counterclaims. You will need to link these real-world events with international laws and institutions to determine which laws may have been violated and to make the arguments that specific laws have been breached—based upon facts, data, and legal argumentation. You also need to provide the desired remedy you are seeking from the Court. In other words, what does ‘winning’ at the court look like? What are you asking the court to do or say that will remedy the violations of international law? Which court is the appropriate venue for the claim?
- Prosecution and defense are expected to make evidence-based and correct legal arguments as well as done the research beforehand as to the likely arguments each side will make and the questions likely to asked. Good legal argumentation requires anticipating the counterarguments.
- All parties’ arguments should be aligned with existing political incentives and goals of the real-world actors. Legal arguments and international political goals should be consistent.
- All parties must address procedural rules, such as addressing issues of standing, mootness, justiciability, admissibility, jurisdiction, etc. prior to the substantive argumentation.

- You may use existing court petitions as examples and inspiration for your argumentations, but you are not limited to these arguments, and you may not plagiarize (copy) them. Legal argumentation is not limited to these approaches, and just because someone did it this way does not mean it is correct or the best approach. Based upon researching the facts, events, and laws, you will be an expert and be able to offer your own novel, original approaches.
- You may not use ChatGPT or other AI tools. These tools are regularly wrong for legal arguments, citing case law, and citing research. If you use it, it will be wrong.
- Always choose clarity over formality or sounding ‘smart.’ You are not evaluated by the formality/template/format/citation style. Your petitions do not need to follow a particular format or look the like official ones.
- You will be evaluated based upon the rubric provided, where the emphasis of evaluation is based upon substance (such as the quality and thoroughness of the research, demonstrated understanding of events and international laws, demonstrated understanding of court jurisdiction, context of ongoing conflict, quality of legal arguments, and teamwork).

Research Design Paper

Students are required to submit an original research design paper, 10-15 pages (typed, double-spaced). This research design paper must identify a viable research design to empirically examine some theoretically important research question dealing with international law and courts or relevant international organizations. 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. 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 in the syllabus.

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

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. 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. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

ARTIFICIAL INTELLIGENCE

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is generally *not allowed* for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas or writing. Any direct use of AI-generated materials submitted as your own work, without *prior permission from instructor and appropriate acknowledgement*, will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Any use of AI technologies or automated tools is *only allowed with approval from the instructor BEFORE being used*. Instructor will designate permission on a case-by-case basis. If given permission to use any of these tools, students must *properly cite* and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query."
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Brainstorming using some AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), also requires instructor prior approval and appropriate citation and attribution. (Keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.)

You are not allowed to submit any AI-generated work in this course as your own; you must receive permission and are required to cite it like you would any other source. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

COVID AND ILLNESS PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19, are experiencing COVID-19 symptoms, or symptoms of any communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

PREGNANT AND PARENTING STUDENT PROTECTIONS

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.”

For more information, please visit: <https://www.utep.edu/titleix/pregnancy-and-parenting.html>

TITLE IX and SB 212

During the 2019 Texas legislative session, [Senate Bill 212](#) was passed into state law. This new law requires **all employees** of Texas universities **to report** incidents of sexual harassment, sexual assault, dating violence, or stalking allegedly committed by or against a student or employee, to a Title IX Coordinator or Deputy Title IX Coordinator. Under

this law, an employee who fails to report or falsely reports such an incident will also be subject to criminal liability (misdemeanor) and termination of employment.

Incidents of sex discrimination, sexual harassment, sexual assault, dating violence, or stalking may be reported, or a Formal Complaint filed, online through the **Title IX Incident Reporting Form**. A report may be made anonymously, though it may affect the ability of UTEP's Title IX program to offer assistance or investigate an incident. Reports or complaints may also be sent to **TitleIX@utep.edu**, which is received by UTEP's Title IX Coordinator and Deputy Title IX Coordinators. Complaints or allegations of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct will be handled by the Title IX Coordinator or Deputy Title IX Coordinator and will use the preponderance of the evidence (more likely than not) standard to determine violations of the Policy. Finally, reports or Formal Complaints may also be made directly to the Title IX Coordinator and Deputy Title IX Coordinators. Contact information for the Title IX Coordinators can be found by clicking on the Title IX Coordinators **tile**.

For more information and additional resources, please visit:
<https://www.utep.edu/titleix/on-and-off-campus-resources.html>

CLASS 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 Blackboard. 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 student 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 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 or Blackboard 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.

Week 1 (January 18): Introduction

Week 2 (January 25): Paradigms for Understanding International Law and Organizations

Readings due:

Module 1-2 (Blackboard)

Jervis, Robert. 1999. "Realism, Liberalism and Cooperation: Understanding the Debate." *International Security*, 24 (1): 42-63.

Mearsheimer, John. 1994. "The False Promise of International Institutions." *International Security*, 19 (3): 5-49.

Wendt, Alexander. 1992. "Anarchy is What States Make of it: The Social Construction of Power Politics." *International Organization*, 46 (2): 391-425.

Henry, Marsha. 2021. "On the Necessity of Critical Race Feminism for Women, Peace and Security." *Critical Studies on Security* 9 (1): 22-26.

Week 3 (February 1): Compliance

Readings due:

Module 3-4 (Blackboard)

Chayes, Abram, and Antonia Handler Chayes. 1993. "On Compliance." *International Organization* 47 (2): 175- 205.

Downs, George, David Rocke, and Peter Barsoom. 1996. "Is the Good News About Compliance Good News About Cooperation?" *International Organization* 50 (3): 379–406.

Fariss, Christopher J. 2014. "Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability." *APSR* 108 (2).

Simmons, Beth A., and Daniel J. Hopkins. 2005. "The Constraining Power of International Treaties: Theories and Methods." *American Political Science Review* 99 (4): 623- 631.

- Article Analysis and Evaluation assignment due for each of the above articles (hard copy, turned in at beginning of class)

Week 4 (February 8): (Litigant Brief) Workshop

Readings due:

Module 5-6 (Blackboard)

Week 5 (February 15): Compliance and Domestic Enforcement Mechanisms

Readings due:

Dai, Xinyuan. 2005. "Why Comply? The Domestic Constituency Mechanism." *International Organization* 59 (2): 363- 398.

Conrad, Courtenay R. 2014. "Divergent Incentives for Dictators: Domestic Institutions and (International Promises Not To) Torture." *Journal of Conflict Resolution* 58 (1): 34- 67.

Wrátil, Christopher, Jens Wackerle, and Sven-Oliver Proksch. 2022. "Government Rhetoric and the Representation of Public Opinion in International Organizations." *American Political Science Review*: 1-18.

Pevehouse, Jon C. 2002. "Democracy From the Outside-In? International Organizations and Democratization." *International Organization* 56 (3): 515–549.

- Article Analysis and Evaluation assignment due for each of the above articles (hard copy, turned in at beginning of class)

Week 6 (February 22): Colonial, Imperial, or Universal?

Readings due:

Manley, Stewart, Pardis Moslemzadeh Tehrani, and Rajah Rasiah. 2023. "The (Non-)Use of African Law by the International Criminal Court." *The European Journal of International Law* 34 (3): 555- 580.

Abraham, Itty. 2023. "Contesting the Universality of the Refugee Convention: Decolonizaion and the Additional Protocol." *Journal of Refugee Studies* 36 (2):195- 216.

Sharman, J.C., and Ayse Zarakol. 2023. "Global Slavery in the Making of States and International Orders." *American Political Science Review*: 1-13.

Minkova, Liana Georgieva. 2022. "(In)Compatible Visions of Justice? Personal Culpability and Gender Justice at the ICC." *Politics & Gender* 18: 62-94.

- Article Analysis and Evaluation assignment due for each of the above articles (hard copy, turned in at beginning of class)

Week 7 (February 29): International Organizations

Readings due:

Simmons, Beth A., and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy." *American Political Science Review* 98 (1): 171–189.

Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions." *International Organization* 55(4): 761- 799.

Greenhill, Brian 2010. "The Company You Keep: International Socialization and the Diffusion of Human Rights Norms." *International Studies Quarterly* 54, 127:145.

Long, Tom, and Carsten-Andreas Schulz. 2023. "Compensatory Layering and the Birth of the Multipurpose Multilateral IGO in the Americas." *International Organization* 77 (1): 1-32.

- Article Analysis and Evaluation assignment due for each of the above articles (hard copy, turned in at beginning of class)

Week 8 (March 7): International Organizations

- **Litigant Briefs due** (hard copy, turn in at beginning of class)

Readings due:

Nielson, Daniel L., and Michael J. Tierney. 2003. "Delegation to International Organizations: Agency Theory and World Bank Environmental Reform." *International Organization* 57 (2): 241- 276.

Abbott, Kenneth and Duncan Snidal. 1998. "Why States Act Through Formal International Organizations." *Journal of Conflict Resolution*, 42 (1): 3- 32.

Barnett, Michael and Martha Finnemore. 1999. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53(4): 699-732.

Schapper, Andrea, and Megan Dee. 2024. "Super-Networks Shaping International Agreements: Comparing the Climate Change and Nuclear Weapons Arenas." *International Studies Quarterly* 68 (1).

- Article Analysis and Evaluation assignment due for each of the above articles (hard copy, turned in at beginning of class)

March 11-15: Spring Break

Week 9 (March 21): Evaluating International Law and Organizations

➤ Research question due

Readings due:

Baylis, Elena. 2009. "Reassessing the Role of International Criminal Law: Rebuilding National Courts through Transnational Networks." *Boston College Law Review*, 50(1), 1-86.

Boehmer, Charles, and Renato Corbetta. 2016. "Hard International Law-Contributing Organizations as Networks." *Peace Econ Peace Sci Pul* 22 (4): 413-426.

Schmidt, Averell. 2023. "Damaged Relations: How Treaty Withdrawal Impacts International Cooperation" *American Journal of Political Science*: 1-17.

Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56 (1): 1-16.

➤ Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 10 (March 28): Evaluating International Law and Organizations

Readings due:

Bearce, David and Stacy Bondanella. 2007. "Intergovernmental Organizations Socialization and Member-State Interest Convergence." *International Organization* 61(4): 703-733.

Acar, Emre. 2023. "Dejudicialisation of International Law and Future Trajectories." *Groningen Journal of International Law* 10 (1): 1-20.

Dancy, Geoff, and Christopher J. Fariss. 2023. "The Global Resonance of Human Rights: What Google Trends Can Tell Us." *American Political Science Review*: 1-22.

Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization*, 52: 887-919.

- Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 11 (April 4): Evaluating International Law and Organizations

- **Research theory due**

Readings due:

Lacatus, Corina. 2023. "Balancing Legalism and Pragmatism: A Qualitative Content Analysis of Human Rights Language in Peace Agreements." *Journal of Human Rights Practice*: 1-17.

Sun, Ying. 2023. "Why States Refuse to Participate in Judicial Proceedings: Uncovering Key Reasons and Historical Evolution." *Journal of International Dispute Settlement*: 1-18.

Montoya, Celeste. 2009. "International Initiative and Domestic Reforms: European Union Efforts to Combat Violence against Women." *Politics & Gender* 5: 325-348.

Mitchell, Sara McLaughlin and Paul R. Hensel. 2007. "International Institutions and Compliance with Agreements." *American Journal of Political Science* 51(4): 721-737.

- Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 12 (April 11): Evaluating International Law and Organizations

Readings due:

Comstock, Audrey, and Andrea Vilan. 2023. "Looking Beyond Ratification: Autocrats' International Engagement with Women's Rights." *Politics & Gender*: 1-6.

Zheng, Xiaoou. 2023. "From 'ILCs' to 'IPLCs': A Victory for Indigenous Peoples' Rights Advocacy Under the Convention on Biological Diversity?" *Journal of Environmental Law* 35: 275-284.

Jahn, Jannika. 2023. "Domestic Courts as Guarantors of International Climate Cooperation: Insights from the German Constitutional Court's Climate Decision." *I-Con* 21 (3): 859- 883.

Brems, Eva. 2023. "Misunderstanding the margin? The Reception of the ECtHR's Margin of Appreciation at the National Level." *I-Con* 21 (3): 884- 903.

- Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 13 (April 18): Evaluating International Law and Organizations

Readings due:

Zhou, Yuan, Ghoshia Kiyani & Charles Crabtree. 2023. "New Evidence that Naming and Shaming Influences State Human Rights Practices, *Journal of Human Rights* 22 (4): 451-468.

Broache, M.P., and Kyle Reed. 2022. "Who Stands Up for the ICC? Explaining Variation in State Party Responses to US Sanctions." *Foreign Policy Analysis*: 1-21.

Millerd, Carly. 2023. "Peaceful Conflict Resolution through Densely Gender-Equal International Organizations." *International Interactions*: 1- 30.

Simmons, Beth A. 2000. "International Law and State Behavior: Commitment and Compliance in International Monetary Affairs." *American Political Science Review* 94 (4): 819- 835.

- Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 14 (April 25): Evaluating International Law and Organizations

Readings due:

Dixon, Rosalind, and Mila Versteeg. 2023. "Unsex-ing Citation: Closing the Gender Gap in Global Public Law." *I-Con* 21 (2): 407- 432.

Resende, Ranieri L. 2023. "Precedent of the Inter-American Court of Human Rights: State Compliance and Judicial Performance in Brazil, Colombia, Argentina, Chile, and Bolivia." *Max Planck Institute*. MPIL Research Paper Series No. 2023-02.

Schoner, Rachel J. 2023. "Empowering Your Victims: Why Repressive Regimes Allow Individual Petitions in International Organizations." *The Review of International Organizations*: 1-37.

Attia, Hana. 2023. "Monitoring the Monitor? Selective Responses to Human Rights Transgressions." *International Studies Quarterly* 67: 1-16.

- Article Analysis and Evaluation assignment due for each of the above articles not presenting (hard copy, turned in at beginning of class)

Week 15 (May 2): Research Design Workshop

Research design due May 6

Litigant Brief Outline

- **Introduction:** Provide summary statement that is clear, succinct, confident, and persuasive that explains the essence of the case and the thesis/main argument. (This is very short, only to frame the following arguments and provide take-away message/thesis upfront.)
 - **Example:** “The Applicant requests the Court to determine the Respondents, Israel, has failed to fulfill their international obligations under international law and have violated <insert laws>. We seek remedy of ... for these violations by asking the Court to...”
 - **Example:** “The Respondent requests the Court to determine that Israel has not violated international law nor failed to comply with their international obligations. <may insert counterclaims>”
- **Background:** Discuss the background histories that provide context to the ongoing conflict and specific events alleged as violations of international law. This section needs to demonstrate a clear, organized understanding of the events leading to the conflict in question.
- **Legal arguments:** Use subheadings to organize the legal arguments. For instance, if you have four legal arguments, then you should have four subsections where each discusses a single argument. The first legal argument should be the strongest or most important argument. Within each subsection:
 - Identify the relevant legal issue(s) and (alleged) violations of international law
 - Identify the international law(s) violated
 1. When were they violated? What events are they explicitly tied to?
 - a. What is the evidence?
 2. Sources of these laws (eg. specific treaties)
 3. Obligations of these laws
 - a. Actors = to whom the law/rule applies; may be individuals, groups of individuals, specific states; who is specifically (or indirectly) identified in the applicable law or rule?
 - b. Rights = the benefits afforded to an actor within the agreement/law/rule
 - c. Obligations = the costs or responsibilities required of an actor within the agreement/law/rule
 - d. Conditions = the conditions under which the rights and obligations apply
 - 4. Apply the law to the facts: Application of these laws and rules to specific case context
 - a. Explain how the events demonstrates the violation of (or compliance with) international law as state responsibility

- **Conclusion:** Summary statement of thesis or main arguments. This is very short, only to remind and highlight the main take-away message(s). Essentially, this brings the brief full circle, back toward main points of introduction.

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 in APSA citation format>

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.

All sources included in in-text citations should also appear in the References.

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:

author last name, author first name. year of publication. "Title of article or chapter." *Book or Journal Title* Volume (issue number): page number range.

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.

If the source does not have an author, editor, translator, organization, association, or corporation that sponsored it, the title should be used in place of the name.

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.

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." Chap. 1 in *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham. Boulder, CO: Westview.

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.