Politics of International Law
University of Wyoming

General Course Description

Does international law contribute to world peace? Can international law govern state behavior? How can it function without an international policeman? If you can’t throw a country in jail, what coercive powers does it have? Do more international courts mean more international justice? The student will determine how effective international law is at influencing state behavior through various case studies.

Prerequisites 9 hours of political science or international studies including POLS 2310.

Course Objectives

A. To learn different theoretical approaches towards international law.

B. To learn the basic purposes and structures of various types of international law.

Course Expectations

Professional Skills: No matter what your future profession is, four skills are essential. These are:

1) Reading Comprehension – the ability to understand and remember what you have read;

2) Written Communication – the ability to express facts and opinions in writing;

3) Oral Communication – the ability to express facts and opinions with spoken words; and

4) Interpersonal Communication – the ability to work effectively with different people as a member of a team.

Each of these skills is used in this course.
Instructor Duties: The instructor is responsible for determining the topics examined during the semester, leading the discussion of the assigned material, providing an environment encouraging of learning, and assessing the student’s mastery of the course materials. The instructor will be on time, prepared, enthusiastic, and ready to answer questions.

Student Duties: The student is responsible for studying the assigned material and participating in the class discussion. The student is responsible for utilizing the opportunities provided to learn. The student should be on time, prepared, enthusiastic, and ready to ask questions.

Course Requirements

Much of the material for this course is provided on WyoCourses found on WyoWeb. Included on WyoCourses is information on how assignments are graded as well as study-aids and materials.

Undergraduate Requirements:

1) Attendance: Students are required to attend class and to participate. If you cannot make it for any reason, please let the professor know beforehand or as soon as possible. In accordance with UW Regulations 6-713, University, sponsored absences are cleared through the Office of Student Life (OSL). Students with official authorized absences shall be permitted to make up work without penalty.

2) Midterm: 20 percent of final grade.

3) Thirteen (13) one-page reading papers. Each article assigned requires a one-page reading paper. This paper summarizes the significance of the reading. Instructions on how to do one can be found on CourseStudio. Each one is worth one (1) percent for a total of 13 percent of the final grade. (13 percent of final grade).

4) UN conference position paper: 20 percent of final grade. 5-7 page (1,250-1750 words) paper on the subject explaining your country’s position. This research paper should cite at least ten sources and have footnotes (Chicago Manual of Style).

5) ICC paper on war atrocities during the Yugoslav war: 20 percent of final grade. 5-7 page (1,250-1750 words) paper on the subject. This research paper should cite at least ten sources and have footnotes (Chicago Manual of Style).

6) Final Exam: 27 percent of final grade.
Graduate Requirements:

1) Attendance and participation. Graduate students will be expected to perform at a higher level and to work assiduously at fostering robust, and civil, discussion. They are expected to attend class and to help lead small group discussions. They are also expected to meet with other graduate students in an informal discussion section outside of class.

2) Midterm: 20 percent of final grade.

3) Thirteen (13) one-page reading papers. Each article assigned requires a one-page reading paper. This paper summarizes the significance of the reading. Instructions on how to do one can be found on CourseStudio. Each one is worth one (1) percent for a total of 13 percent of the final grade. (13 percent of final grade).

4) UN position paper: 15 percent of final grade. 7-10 page (1,750-2,500 words) paper on the subject explaining your country’s position. This research paper should cite at least 15 sources and have footnotes (either MLA or Chicago Manual of Style). Graduate students will be expected to conduct a much more thorough review of the literature than undergraduate students, extending beyond, but including, the recommended readings for a given topic.

5) ICC paper on war atrocities during the Yugoslav war: 15 percent of final grade. 7-10 page (1,750-2,500 words) paper on the subject. This research paper should cite at least 15 sources and have footnotes (either MLA or Chicago Manual of Style). Graduate students will be expected to conduct a much more thorough review of the literature than undergraduate students, extending beyond, but including, the recommended readings for a given topic.

6) Book Review: The graduate student must read a recently published book of his/her choice relating the course and write a book review on it. The book review must be of the same standard as other book reviews published in the field. You must get pre-approval of your choice. (10 percent of final grade.)

7) Research paper (25-30 pages) – 27 percent of final grade. Your research paper must carefully and rigorously evaluate a particular treaty or area of international cooperation/institutions and see whether theories developed in the course can explain EITHER a) the formation of that institution OR b) the effects of that institution. The paper must include a thoughtful and theoretical literature review that includes citations to at least 10 references as well as a careful delineation of specific hypotheses and their evaluation against the empirical evidence collected for the case. This paper should be of a quality corresponding to a first draft of a Master’s thesis.
Grading and Attendance Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quantitative Scale</th>
<th>Qualitative Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5 - 100.0</td>
<td>The student has performed exceptionally at all tasks of the course. The student has mastered all (or nearly all) of the concepts presented.</td>
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<tr>
<td>A-</td>
<td>89.5 - 92.4</td>
<td></td>
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<tr>
<td>B+</td>
<td>86.5 - 89.4</td>
<td>The student has performed admirably in the tasks of the course. The student has mastered most of the concepts presented.</td>
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<tr>
<td>B</td>
<td>82.5 - 86.4</td>
<td></td>
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<tr>
<td>B-</td>
<td>79.5 - 82.4</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76.5 - 79.4</td>
<td>The student has completed the tasks of the course. The student has mastered some of the concepts presented.</td>
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<tr>
<td>C</td>
<td>72.5 - 76.4</td>
<td></td>
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<tr>
<td>C-</td>
<td>69.5 - 72.4</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>66.5 - 69.4</td>
<td>The student has performed inadequately at the tasks of the course. The student has mastered few of the concepts presented despite persistent effort.</td>
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<tr>
<td>D</td>
<td>62.5 - 66.4</td>
<td></td>
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<tr>
<td>D-</td>
<td>59.5 - 72.4</td>
<td></td>
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<tr>
<td>F</td>
<td>&lt;= 59.4</td>
<td>The student has performed inadequately at the tasks of the course and has not participated sufficiently to merit any other grade.</td>
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- There is NO extra credit work offered. For more details on grading, please see the information sheet on CourseStudio.
- No late assignments will be accepted without a valid excuse. They are due on the date listed on the syllabus.
- Attending class is required. If you cannot make it for any reason, please let the professor know beforehand or as soon as possible. In accordance with UW Regulations 6-713, University sponsored absences are cleared through the Office of Student Life (OSL). Students with official authorized absences shall be permitted to make up work without penalty in classes missed.
Required Readings

A great number of the assigned readings are posted on WyoCourses. You will need Adobe Acrobat to download and view pdf files.


These cases costs $3.50 and can be ordered over the Internet by going to [www.guisd.org](http://www.guisd.org) and typing in the appropriate case number. You can also get it by calling 1-877-703-4660 toll-free. This is cheaper than buying it through the bookstore.

The readings and the lectures complement each other. You are responsible for both.

Recommended Texts


“Professor Anderson first told me about this book my junior year. Like most of you, I dismissed her recommendation about buying it. The beginning of my senior year, I had another class with Professor Anderson, and again, she mentioned the Elements of Style. Over the winter break, I signed up for the Foreign Service exam. The exam demands a near perfect writing style, so I decided to buy the book. It has done wonders for my grades and writing style. In my English classes, I usually got a B or C on papers, rarely an A. My last semester of school, I was enrolled in a 3000-level English class with a professor I had had before. The first time around, I didn’t get an A on any of my papers; I was absolutely in shock when I saw an A at the end of my first paper. By the end of the course, I had received an A on four out of my five papers.

It is amazing what the Elements of Style has done to my writing style. What’s more amazing is that the book is eighty-five pages long and only cost less than ten bucks new. It’s not packed with grammar rules, rather the authors offer suggestions on how to omit needless words and to make your paragraphs more coherent and to the point. It is filled with examples and is easy to follow. I would recommend it for anybody seeking to improve their writing style and more importantly their GPA.”

Omar Ibrahem, Class of ’02
Lecture Schedule

The course and syllabus are subject to change, including the calendar, in order to meet the needs of students in the course.

<table>
<thead>
<tr>
<th>DATE AND SUBJECT</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>January 24 -- Introduction — What is International Law? Why bother to have it? Where does International Law fit into International Relations?</td>
<td></td>
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<tr>
<td>January 26 – International Personality: The role of states in international law.</td>
<td>Scott, chapters 1 &amp; 2. Reading paper #1 by Anne-Marie Slaughter</td>
</tr>
<tr>
<td>January 31 — How is international law made?</td>
<td>Scott, chapter 5</td>
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<td></td>
<td>Reading paper #2 by Michael Glennon</td>
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<tr>
<td>February 2 – The US and International Law</td>
<td>Reading Paper #3 by Stacy D. VanDeveer on Environment and the Law</td>
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<td></td>
<td>Be sure to choose a country for the UN climate change conference simulation</td>
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February 7 — The United States and Unintended International Consequences of the Law

Scott, chapter 7.

February 9 — The United Nations

Jason McConnell — guest lecturer

Reading paper #4 by Rubenfeld

February 14 — International Court of Justice

February 16 — Documentary on the Copenhagen Climate negotiations.

http://www.mitpressjournals.org/doi/full/10.1162/GLEP_a_00294#.WIF3y8fC6hQ

GRAD STUDENTS MUST SUBMIT A BOOK FOR APPROVAL FOR THE BOOK REVIEW ASSIGNMENT.

February 21 — Multilateral treaty regimes including Law of the Sea, Antartica, and Outer Space Law

February 23 — Multilateral treaties — what makes a good one?

Scott, chapter 8

Reading Paper #6 Green Pluralism

Scott, chapter 9

Politics of International Law -- Spring 2017
UN Position Papers are due

February 28 – UN Climate Change Conference Simulation

March 2 – UN Climate Change Conference Simulation

March 7 —

Guest Lecture by Prof. Jean Garrison on COP21 Paris.
March 9 – MIDTERM EXAMINATION

Please bring at least one blue book and a blue or black ink pen.

March 21 – The US Military and the Geneva Conventions

Guest lecture by LTC Thomas Haas

March 23 – Jus in bello

Scott, chapter 12


Reading Paper #7 by Hathaway
Spring 2017
Politics of International Law

March 28 — Migrants and International Refugee Law
Guest Lecturer — Anastasia Vishnevskaya

March 30 — International Human Rights Law
Guest Skype lecture by Amb. Mark Lagon, Centennial Fellow and Distinguished Senior Scholar, Georgetown University. He served as Ambassador-At-Large, directing the Office to Monitor and Combat Trafficking in Persons (TIP) at the U.S. Department of State. Lagon also served in the Bureau of International Organization Affairs at the U.S. Department of State as Deputy Assistant Secretary. In this capacity, he had lead responsibility for United Nations-related human rights and humanitarian issues, UN reform, and outreach.

April 4 — International War Tribunals

Reading paper #9 due on film Judgment at Nuremberg
Available at Coe library or online at https://www.youtube.com/watch?v=WxzoHuKD7AM
April 6 — War Crimes in the Balkans
Crimes before the ICTY — https://www.youtube.com/watch?v=OrRgPy7ShgI

See also
https://www.youtube.com/watch?v=YT1X5rhtOOW

Friday, April 7 at TBA
Public address by
Baroness Catherine Ashton, former EU Trade Commissioner, Vice President of the European Commission, and High Representative for Foreign Affairs and Security Policy
April 11 – International Criminal Court (ICC)

Reading paper #10 on Leonard to be bought on-line from the Institute for the Study of Diplomacy. For more information, please see above under “Required Reading”.

GRAD BOOK REVIEW DUE

April 13 – ICC continued

Guest Lecturer: David Demic, UW Law
Student and Former Intern at the ICC

April 18 – International Criminal Tribunal for the former Yugoslavia (ICTY) Simulation. Prosecution

Reading paper #11 on MacCuish and Ruby to be bought on-line from the Institute for the Study of Diplomacy. For more information, please see above under “Required Reading”.

Reading paper #12 on ICTY case-study. Materials are available on WyoCourses.

April 20 – International Criminal Tribunal for the former Yugoslavia (ICTY) Simulation. Defense

YOU MUST BE PRESENT FOR ALL SESSIONS OF THE SIMULATION. ONLY UNIVERSITY EXCUSES WILL BE ACCEPTED. MISSING ANY ONE OF THESE THREE CLASSES WILL MEAN A FULL GRADE REDUCTION IN THE FINAL GRADE.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 25</td>
<td>Simulation debriefing</td>
</tr>
<tr>
<td>April 27</td>
<td>Guest lecture by UW Law Prof. Suzan Pritchett, Director of the Int’l Human Rights Clinic</td>
</tr>
<tr>
<td>May 2</td>
<td>Conclusions</td>
</tr>
<tr>
<td>May 4</td>
<td>Class cancelled</td>
</tr>
<tr>
<td>Tuesday, May 9</td>
<td>FINAL EXAMINATION 10:15 to 12:15. Please bring at least one blue book and a blue or black ink pen.</td>
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<tr>
<td></td>
<td>Reading paper #13 due: Gender-based violence in conflict.</td>
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</tbody>
</table>

Reading paper #13 due: Gender-based violence in conflict.
Frequently Asked Questions (FAQs):

Can I use my computer to take notes in class?

No. Several studies have shown that both comprehension and memory are improved when students take notes by hand:

• “Take Notes by Hand for Better Long-Term Comprehension” *American Psychological Association*, [http://goo.gl/Ku3zOq](http://goo.gl/Ku3zOq)

Extra Credit?

No. Let me clarify that: if there comes a situation where extra credit would be appropriate, it would be offered on an equal-opportunity basis to all students, but that would be exceptionally rare. Individual extra-credit opportunities distort the baseline of evaluating every student by the same standard.

What standards do you use to determine grades?

Basis for Grading

➢ Technical Quality and Presentation: spelling, sentence structure, flow, layout, proper citations
➢ Integration of Material: must be thorough and in-depth; fully follows directions; concepts well explained; essay incorporates lectures, assigned readings and outside research;
➢ Expression: Quality and Completeness: organized, clear, and fully developed
➢ Creativity and Critical Thinking: concepts are fully interpreted; examples are provided to support concepts and conclusions; visuals are used to explain processes; comparisons are made; provides new insight.

Additional information on how I grade is available on WyoCourses under Module 0 — General Information.

Where can I get help with my assignments?

If you have any questions regarding the assignment, please come see the professor or the GA during their office hours, which you can find on the first page of the syllabus. If these times don’t work, please email to make an appointment.

Please avail yourself of the different centers around campus:

1) **The Writing Center** ([uwyo.edu/writingcenter](http://uwyo.edu/writingcenter)) in Coe 302 is able to help writers at any stage of the writing process. With a focus on teaching and learning, the Writing Center is not a "fix-it" shop; instead they help writers identify, articulate, and implement possible solutions for struggles they face in their writing. The Writing
Center is generally open M-F, 9am to 5pm, and you can make an appointment by stopping in or calling (307) 766-5250.

2) The Oral Communication Center (uwyo.edu/cojo/occ) in Ross Hall Room 442 can help with your presentation and even to speak in public without fear. For more information, please go to the Web site or call (307) 766-3815 to make an appointment.

3) Digital Communication/ The WyoMakers space is open to learners of all ages. The Libraries can also provide some help for digital communication. Phil White (pwhite9@uwyo.edu) can help with data visualization for posters, and Kate Conerton (kconerto@uwyo.edu) provides support for video editing.

Can I turn in an assignment late?

Yes, but I take off 3 points for every 24 hours late. The clock starts at class time on the due date listed in the syllabus. (E.g., Paper due on Feb. 1 at 10 am is considered late on Feb. 1 at 10:01 am; therefore, I take off 3 points. On Feb. 2 at 10:01 am, I take off another 3 points, etc.)

Will you email me on my private (gmail, hotmail, etc.) account?

No. The University of Wyoming requires that I only communicate with you via the official UW e-mail address.

I don’t understand my grade!

Invariably throughout the semester, students have questions about the grade they received on a particular assignment or test that goes beyond the given comments on the essay itself. If you feel that you did not deserve the grade you received on an assignment, I am certainly open to discussing the matter. However, I will insist upon the following:

1) A 24-hour “cooling off” period. Please do not approach me with questions about “why did I receive this grade” within 24-hours of having your assignment returned to you. This will allow you time to re-read the comments, and understand whatever shortcomings or other issues may be in question. Information on how I grade is available on WyoCourses under Module 0 — General Information.

2) Come to office hours and ask about ways to improve. I will not discuss individual grades during, immediately before, or after class. Questions about grades will only be considered in face-to-face discussions during office hours. In the end, it is exceedingly rare that a grade will be altered—but if you can persuade me that the evaluation was in error, I am not opposed to re-evaluating the grade.
Will Lectures or Presentations be available on WyoCourses?

Lecture notes or slides will not be posted online. I suggest that you exchange your e-mail and contact information with the people seated next to you (or other friends in the class) to obtain notes if you happen to miss a lecture on a given day. This interpersonal contact may stimulate the development of study groups and may help you overall.

Why not? Here are my reasons:

1) Technical issues: the huge file size precludes uploading;

2) Legal issues: effectively “publishing” lectures online violates the “fair use” doctrine of intellectual property rights protections, by which we may utilize many of the copyright-protected images and other lecture materials;

3) Negative effects on attendance and grades: pedagogical studies have shown that online materials, notes, and review sheets lead not only to dramatic drops in attendance, but also grades. Students tend to become overly-reliant on the printed word, which is often just a stepping-off point for a more important discussion (which in turn is missed if all you focus on is the content written on the power-point slides). These studies demonstrate that students become passive observers rather than active participants in learning, leading to correspondingly worse grades.

4) Finally, there is the more existential aspect: the traditional dynamic of classroom lectures, discussions, and the exchange between instructors and students is the hallmark of the university learning experience, which prepares you for life outside of academia, where very little is scripted in advance and available on-demand, and to become a well-rounded and competent individual.

In lieu of such aids, take responsibility for your own education. Come to class. Ask questions while you’re there. Raise questions during the office hours. Use e-mail. Post questions on WyoCourses and the Facebook page. Create your own study groups. It is my responsibility to teach; it is your responsibility to learn. While I will do my best to help you in that endeavor, you likewise have an important role to play.

Grade Entitlement

A recent UC Irvine study found that one-third of all students surveyed expected a course grade of “B” just for attending lectures, while 40 percent expected a “B” simply for completing the required readings. Moreover, two-thirds of all students surveyed claimed that they had asked their professors to factor in the fact that they had “worked hard” into the calculation of a grade. This trend increasingly mistakes effort for quality of work. I strive to assess objectively the quality of assignments in this class against a uniform standard, nothing more. Course grades should not be thought to be a reflection of either the amount of effort exerted or some sort of evaluation of the personal worth of the student.
That said, it is very frustrating to work hard and not to see the results. When that happens, please come in and see me. I want to teach you how to work ‘smart’ and not just ‘hard’. Please read the testimonial of Omar Ibrahim about The Elements of Style under “Recommended Reading”. Sometimes these tips can make a huge difference in your performance and grade.

My computer crashed!

Computers are great and an integral part of the learning experience. Many of the readings are available online; you’ll probably do a great deal of research online; and write a paper or two on your computer. However, as we all know, networks and computers are not always reliable: computers crash; networks fail; printers jam and run out of ink. These are the realities, and we must all confront them. Experience has shown that computers disproportionately tend to crash the night before an exam or assignment is due. As a competent adult, it is up to you to take responsibility and plan ahead for such eventualities. Back-up your files to the Web or an external drive. Consider these possible solutions:

1. Back up everything using a USB stick;
2. Use Google-docs and everything will be saved online (free);
3. Use Dropbox or iCloud (initial storage is free);
4. Email yourself a copy of all your drafts (free);
5. Use a service, such as Carbonite, to automatically back up your entire hard drive (last I checked, it was $5.00 a month). Disability

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. 766-6189, TTY: 766-3073]

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“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political
Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi
“Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: http://www.uwyo.edu/generalcounsel/.

"Academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.

b. Using a ghost writer, commercial or otherwise, for any type of assignment.

c. Doing a class assignment for someone else or allowing someone to copy one's assignment.

d. Submitting substantially the same work as someone else unless authorized by the instructor.

e. Using notes or prepared information in an examination unless authorized by the instructor.

f. Taking an examination for someone else or allowing someone to take an examination for oneself.

g. Copying from, or assisting, another student during an examination.
h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

Penalties, in this class, for academic dishonesty may range from an F on the particular assignment to an F for the course. The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.

b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.

c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.