

POL406: International Law and Organization
Spring 2015
SJ 434 | MW | 3:00p-4:15p

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Description

This course examines the diverse components of international society that together aim to create order, peace, and stability in the world. In the absence of a world government, we look to forces, actors, and entities that act in the ways governments do: shaping norms, enacting rules, and enforcing standards. An emergent trend in “global governance” since the end of the Cold War defines this era as one in which efforts toward supranational collaboration form to address problems we confront in common. If problems such as these are indeed transnational in nature, then they require problem-solving that appropriately brings together stakeholders to share the burden. However, this approach remains situated in a community of nation-states that are foremost self-interested. This conflict—global dilemmas and national interest—lies at the crux of International Law and Organization.

To address this core tension, the course will begin with foundations of International Relations theory before moving to the substance of global order: international law and humanitarian law, United Nations bodies, and mechanisms for pursuing justice, such as trials and courts.

Overview

I consider this syllabus to be a contract between instructor and student. We are both responsible for everything that is spelled out herein. For me, this means a pledge to deliver the material in an engaging way so as to challenge you and cultivate critical thought. For students, there is an expectation that you come to class prepared, having completed the reading and ready to discuss it in depth. I employ a seminar-style approach to the classroom to contextualize and expand on the assigned reading that is dependent on conversation to propel our understanding of the material and delve deeply into the cases. If we each keep up our ends, we have a high likelihood of being successful in the course and getting the most out of this experience.

I conduct class in an open fashion, which is to say directed toward meeting the needs and suiting the interests of students. If there are particular aspects of the topic that you are particularly curious about, please let me know. However, don't be mistaken. This is not a democracy in any robust sense of the word; but it is a space where your personal concerns matter. Class is more like the Security Council than the General Assembly: eventually everyone gets a turn to be heard, but power remains situated in a particular place, on a permanent basis, and the veto may be exercised at any moment.

Materials

Antonio Cassese. 2005. International Law, 2nd ed. (Oxford University Press).

Daniel Drezner. 2014. The System Worked. (Oxford University Press).

Kathryn Sikkink. 2012. The Justice Cascade. (WW Norton).

Other readings marked with an *asterisk* can be found on Isidore, and those with a hyperlink can be accessed directly from the web.

Evaluation

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|------------------------------|-----|
| Attendance and Participation | 10% |
| Weekly Writing | 20% |
| Midterm Exam | 20% |
| Research Questions | 5% |
| Outline | 5% |
| Peer Review | 5% |
| Stander Presentation | 10% |
| Term Paper | 25% |

Attendance and Participation

This course can only be effective if students are invested. Investment requires consistent attendance, deliberate preparation, and focused attention. You cannot be successful in this class without showing up every time and completing every assignment. Preparation entails close study of all the reading—not simply browsing the material while on Facebook and Twitter and SnapChat and TMZ. Participation is not measured in quantity, but in quality.

Examination

Midterm: Short answer responses derived from material in the first half of the course.

Weekly Writing: You will be responsible for writing five (5) journal-style reflections on course material: reading and class discussion. In ~1000 words, consider the following questions: *What is the significance of this week's material for the study of international law and organization? How did this week's material move our understanding forward? What questions did this week's material raise?* **Each entry will be due on Friday of that week (Weeks 9, 10, 11, 12/13, 15).**

Research Paper: The major project for the semester will be a 15-20 page research paper on a topic of your choosing. We will spend time in class developing skills for approaching a research paper and tips for writing and revising. Additionally, we will be presenting the findings of our research at the Stander Symposium. Details to follow.

Deadlines:

- Mar 2 – Five Research Questions
- Mar 25 – Outline
- Apr 13 – Peer-Review Draft
- Apr 15 – Stander Symposium
- Apr 24 – Final Draft

The Honor Pledge

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations by the guidelines given to me by my instructors;
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own;
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence and set an example for my peers to follow.

As well, the classroom is a space that We all inhabit together and, therefore, We must all work to maintain an open and permissive environment every time We meet. This requires that We treat each other with respect at all times, hear each other out, and respond appropriately. Failure to do so will compromise Our collective ability to grow as thinkers and may result in stifling Our capacity to explore the important questions that confront Us.

Decorum

In addition to your attendance, preparation, attention, and participation, you have an obligation to maintain proper decorum in the classroom. Decorum corresponds largely to common sense kinds of stuff, which I generally assume you know but will let you know in the event of transgression. Generally, this asks of you to act like a professional. Don't saunter in late. Perform the courtesy of notifying me of absences in advance. Also, ***I do not want to see or hear mobile phones at all during class***. There is no reason for phones to be out or for you to be on them. If you are waiting for an urgent call or message, I expect you'll let me know in advance.

Finally, decorum also extends to our communication. Again, act like a professional. If we have an appointment scheduled and you can't make it, even at the last minute, let me know. When emailing with me, please use a greeting at the outset, write in complete sentences, and sign-off with your name. When I respond, if I've answered your question or approved some request, it is conventional to reply in turn with "thank you." I don't mean to be overly formal about this at all,

but I think that communicating appropriately with instructors during college will help students understand what will be expected of you elsewhere.

I also promise to always grant you the same level of decorum—as an expression of my respect.

Physical/Learning Disabilities

The University of Dayton is committed to providing equal access to students with disabilities. Students requesting accommodations based on disability should register with the Learning Assistance Center. If you have special needs, please inform me privately and I will do my best to accommodate you. I can only help if you talk to me.

The Writing Center

Writing is an important component of this class, and is critical to your success at the University of Dayton and beyond. This is an acquired skill that requires practice, and you are strongly encouraged to visit the Write Place when working on your research paper. Staffed by a talented pool of tutors from all academic disciplines, this free University service is there to support you. Through individual consultations, the Write Place will work with you to hone your writing skills. Drop-in consultations are welcome; appointments are encouraged.

Weekly Program

Week 1

1/12: Introductions, Syllabus, Research Papers

1/14: Fundamentals of the State System

IL, Ch. 2-3

Week 2 - Sovereignty and States

1/19: No Class – MLK

1/21: IL, Ch. 4

Stephen D. Krasner, “Rethinking the Sovereign State Model,” *Review of International Studies* (2001) 27, 17-42.*

Th 1/22 MLK Panel on Social Change; 7pm; Torch Lounge

Week 3 – Anarchy and Order

1/26: Joseph Grieco. “Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism.” *International Organization* 42(3) (1988): 485-507.*

Robert Axelrod and Robert O. Keohane. “Achieving Cooperation under Anarchy: Strategies and Institutions.” *World Politics* 38(1) (1985): 226-254.*

1/28: Helen Milner. “The Assumption of Anarchy in International Relations Theory: A Critique.” *Review of International Studies* 17(1) (1991): 67-85.*

Hedley Bull, Ch. 3*

Week 4 – Institutions and Norms

2/2: Lisa L. Martin and Beth A. Simmons. “Theories and Empirical Studies of International Institutions.” *International Organization* 52(4) (1998): 729-757.*

2/4: Martha Finnemore and Kathryn Sikkink. “International Norm Dynamics and Political Change.” *International Organization* 52(4) (1998): 887-917.*

Th 2/5 Exhibition Opening – “Picturing Moral Courage: The Rescuers”
7pm, Roesch Library, first floor gallery

Week 5 – Creating and Implementing International Law

2/9: IL, Ch. 8-9

2/11: IL, Ch. 12

Text: [International Covenant on Civil and Political Rights](#)

Text: [International Covenant on Economic Social and Cultural Rights](#)

Midterm Study Guide Distributed

Fr 2/13 Human Rights Center Colloquium, Theme: Media Advocacy; details TBD

Week 6 – Complying with International Law

2/16: Catch-Up and Discuss Research Papers

2/18: No Class – International Studies Association Annual Meeting
Prepare Study Guide; Catch-up on reading

Week 7

2/23: Midterm Review; Approaching a research paper; Writing a research question

*Human Rights Week: “Life in a War Zone: Growing Up in Afghanistan,” Farah Ahmedi
7p; KU Ballroom*

*Tu 2/24 Human Rights Week: “Children and the Sex Trafficking Industry,” Anti-Trafficking
League and Theresa Flores of Save Our Adolescents from Prostitution; 7p; KU Ballroom*

2/25: Midterm Exam

*Human Rights Week: “Child Abuse Education and Awareness,” Prevent Child Abuse
America; 7p; Torch Lounge*

*Th 2/26 Human Rights Week: “Juveniles in the Criminal System,” A Conversation with Sister
Helen Prejean; 10:30a; Sears Recital Hall*

Distinguished Speaker Series presents Sister Helen Prejean; 7p; RecPlex

Week 8

3/2: Midterm Evaluation of Me, Your Instructor

Five Research Questions Due via Isidore

3/4: No Class – Spring Break

Week 9 – Limitations on the Use of Force

3/9: IL, Ch. 16-17

3/11: IL, Ch. 18, 20

Week 10 – Economic Global Governance

3/16: The System Worked, Ch. 1

3/18: The System Worked, Ch. 2-3

Human Rights Center Colloquium; details TBD

Week 11– Economic Global Governance

3/23: The System Worked, Ch. 4-5

3/25: The System Worked, Ch. 6-7

Outlines Due via Isidore

Week 12 – Human Rights Accountability

3/30: Justice Cascade, Ch. 1

4/1: Easter Break – No Class

Week 13 – Human Rights Accountability

4/6: Easter Break – No Class

4/8: Justice Cascade, Ch. 2-3

Human Rights Center Colloquium, details TBA

Week 14

4/13: In-class peer review

Research Paper Draft Due

4/15: Stander Symposium

Week 15 – Human Rights Accountability

4/20: Justice Cascade, Interlude/Ch. 4

4/22: Justice Cascade, Ch. 6-7

Research Paper due April 24 at 5p via Isidore