

Political Science 433  
Spring 2020  
Weds 4:00-6:20  
LA 308

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Office: LA 350  
Office Hours: Tues 2-3, Thurs 2-3, & by appt

## **International Law and Organizations**

### **Course Description**

In this course, we will examine international governance generally and in four issue areas: security, economics, human rights, and the environment. The course has three parts.

Part I provides an overview and history of international issues, laws, and actors, including states, intergovernmental organizations (IGOs), international courts, non-governmental organizations (NGOs), and individuals.

In Part II, we will explore how realist, liberal, constructivist, organizational, and other theories explain the emergence and effectiveness of international law and organizations, predict change, and offer policy prescriptions to improve outcomes. In this section, we will explore concepts such as anarchy, capabilities, rights, order, law, regimes, norms, rules, procedures, governance, and leadership. In addition, we will test the ability of the theories to explain and predict the history, structure, and effectiveness of international laws and policies in different issue areas (security, economics, human rights, and the environment). Students will make presentations, engage in negotiations, and participate in mock IGO meetings.

In Part III, we will discuss our overall conclusions about international governance and consider strategies for improving legal and organizational outcomes on multiple issues. Guest speakers will discuss their work on particular issues and in particular organizations.

### **Learning Objectives**

1. Develop written and oral arguments about the nature and future of international governance in general and in particular issue areas.
2. Support your arguments with reference to international-relations theories and the history, structure, and effectiveness of:
  - a. particular international treaties, norms, rules, and decision-making procedures, and
  - b. particular IGOs, NGOs, states, and leaders.
3. Increase your understanding of career options in international relations.
4. Identify a contemporary issue that matters to you, and develop a strategy and policies for yourself and other international actors to work in or with international law and organizations to improve outcomes on this issue.
5. Improve your reading, writing, speaking, and negotiation skills.

### **Prerequisites**

To enroll in this course, you must be at least a junior, and you must have taken PSC 230 (Introduction to International Relations).

### **Course Communications**

Throughout the course, I will communicate with you by email and by posting announcements and materials on Moodle, which you can access [here](#). I will also email you from time to time. To ensure that you receive my emails, please check your UM email account on a regular basis or have your UM email forwarded to an account you check often.

## **Required Reading**

To do well in this class, you must complete all of the assigned reading before each lecture. On average, there are about 100 pages of required reading per week, plus the required current events reading described below. The required readings are from the following texts. The first two are available to rent or purchase at the UM Bookstore:

- Margaret P. Karns, Karen A. Mingst, and Kendall Stiles, *International Organizations: The Politics and Processes of Global Governance*, 3<sup>rd</sup> edition (Boulder, CO: Lynne Rienner, 2015, ISBN 978-1626371514).
- David J. Bederman and Chimene I. Keitner, *International Law Frameworks* (New York: Foundation Press, 2016, ISBN 978-1634592932).
- Selected articles available on the Moodle website, denoted by a plus sign (+).
- News articles and opinion pieces related to international law and organizations in the daily *New York Times*, <http://www.nytimes.com>. To complete this assignment, you will need to read more than the 20 free articles per month allowed on the site. Thus you should either sign up for a 3-month student subscription, which is about \$1 per month, or read the daily NYT for free by logging in on the Mansfield Library website.

I also recommend the following book, which explains how to write essays in the 5 paragraph format required for Assignments #2-4. This book is also available to rent or purchase at the UM Bookstore:

- Anne Greene, *Writing Science in Plain English* (Chicago: University of Chicago, ISBN 978-0226026374).

## **Other Ways to Keep Up with Current Events**

Whenever possible I encourage you to consult these and other additional sources:

- UN News website, <https://news.un.org/en/>
- National daily newspapers such as the *Washington Post*, *Los Angeles Times*, and *Wall Street Journal*, as well as international papers such as the *London Times*, *Guardian*, and *Le Monde*, international news services such as Reuters, and compilations of international news such as <http://worldpress.org/>
- Weekly news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News and World Report*. See also monthly and quarterly journals such as *Foreign Affairs*, *Foreign Policy*, *The National Interest*, and *International Security*.
- National Public Radio programs such as “Morning Edition,” BBC World Service,” and “All Things Considered” on KUFM 89.1 (for schedule, go to <https://www.mtpr.org/>).
- Nightly and weekly television news programs. On PBS, these include “PBS NewsHour,” “BBC World News,” “Amanpour,” and “Frontline,” which you can watch on your television KUFM Channel 11 (<http://www.montanapbs.org/>) or stream on your computer from their websites. The ABC, CBS, and NBC evening news, as well as ABC’s “Nightline,” can also be helpful.

Please note that these news sources will not substitute for the *New York Times*. Because it offers the broadest range and greatest depth of international news and opinion, current event discussions and questions on quizzes and exams will be based on the *New York Times*.

## **Course Requirements and Study Tips**

You are expected to attend class regularly, participate actively in discussions, and complete all of the assigned reading, including the previous day’s *New York Times*, before each class. To encourage you to do so, 20% of your grade will be based on participation: attendance; active, informed and respectful participation in class discussions and simulations; and performance on occasional current events and reading quizzes.

The remainder of your grade will be based on three written assignments, as explained below. Detailed assignments will be distributed in class. The assignments will test your understanding of and ability to analyze material from the readings, lectures, discussions, and the *New York Times*. Be prepared to recall and apply what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

In class, you should take notes on the lectures and discussions. After class, take a few minutes to write down your overall impressions of the session and the questions and insights it raised for you. These notes will provide you with leads to follow in reviewing for and writing the assignments. For additional study tips, see “Reading Questions” and “Essay Grading” below.

### Assignments and Grading

The assignments and their weight in your overall grade are as follows:

<i>Assignment #</i>	<i>DUE date, time, &amp; location</i>	<i>Description</i>	<i>Weight</i>
1	Daily, in class and occasionally in groups	<u>Assignment #1/Participation</u> : attendance; active, informed, and respectful participation in class discussions, presentations, and simulations; and performance on occasional current events and reading quizzes. In presentations and simulations, you will present and advocate for the strategy and policies you develop in Assignment #3.	20%
2	by Weds 2/12 at 12:00 noon, on Moodle	<u>Assignment #2/Issue Questionnaire &amp; Essay</u> – multiple choice, short answers, and a 800-1,200 word, 5-paragraph essay in which you will: <ul style="list-style-type: none"> <li>• Identify a contemporary issue that matters to you. Explain what outcome you would prefer to see on this issue in the future, and why this is your preference.</li> <li>• Discuss the three most important outcomes in this issue’s historical and recent treatment by international actors, especially its treatment in international law and international organizations. To support your argument, cite logic and evidence from lectures, course readings, and current events.</li> <li>• Explain which of these three outcomes is most important to you and why. How closely does this actual outcome match your preferred outcome? Has your preferred outcome changed while doing this analysis? If so, how and why? If not, why not?</li> </ul>	20%
3	Depends on your issue: <ul style="list-style-type: none"> <li>✓ 3/25 security issues</li> <li>✓ 4/1 economic issues</li> <li>✓ 4/8 human rights issues</li> <li>✓ 4/15 environmental issues</li> </ul>	<u>Assignment #3/Issue Analysis and Strategy Essay</u> –a 1,000-1,500 word 5-paragraph essay in which you will: <ul style="list-style-type: none"> <li>• Identify a contemporary issue that matters to you. Summarize the most important historical or recent outcome on this issue, and explain how closely it matches your preferred outcome. If these points differ from your argument in Assignment #2, explain how and why they differ.</li> <li>• Identify two IR theories you will use in this assignment, and explain why you have chosen them.</li> <li>• For each theory, write a paragraph explaining (1) how the theory would explain <u>why</u> the important outcome you have identified has occurred and (2) whether and why you think this is a satisfying explanation. To support your argument, cite logic and evidence from lectures, course readings and current events. No outside research other than NYT is required.</li> <li>• Summarize the results of your analysis. Which theory best explains the outcome? Based on that theory, develop a strategy and policies for yourself and other international actors to work in or with international law and organizations to improve outcomes on this issue. Explain your logic and be specific about what should be done and how you would persuade other actors to participate.</li> </ul>	30%

4	by Monday, 5/4 at 5:20 pm (end of final exam time slot)	<b>Assignment #4/Final Exam</b> -- multiple choice, short answer, and a 1,000-1,500 word, 5-paragraph essay in which you develop an argument about the nature and future of international governance in general and in particular issue areas and support your argument with reference to international-relations theories and the history, structure, and effectiveness of: <ul style="list-style-type: none"> <li>• Particular international treaties, norms, rules, and decision-making procedures, and</li> <li>• Particular IGOs, NGOs, states, and leaders.</li> </ul>	30%
		TOTAL	100%

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

### **Academic Honesty**

Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available on the [Dean of Students website](#). Students who engage in academic misconduct such as plagiarism (representing another person’s work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

### **Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406-243-2243. I will work with you and Disability Services to provide a reasonable modification. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

### **Make-Up Policy**

Make-up exams will be scheduled only for students directly involved in serious, documented emergencies. Late assignments will be accepted only in these conditions, as well. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny requests and require makeup work substantially different from the original assignment.

*Note:* Because I accept make-up work only in the event of serious, documented emergencies, if you miss an exam or fail to submit a paper for any other reason you will receive a 0 for the assignment. This will put you at risk of failing the course.

### **Drop Policy, Grading Options, and Incompletes**

The 15<sup>th</sup> day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM’s policy on incompletes, see UM’s [Academic Policies and Procedures](#).

## **PSC 400**

Political Science majors may use this course to complete PSCI 400 (the upper-division writing requirement in the major). The requirements for doing so are as follows:

1. You must have finished your Intermediate writing requirement (Gen Ed approved Intermediate writing course).
2. By the add deadline, you must send me an email asking to be added to my section of PSCI 400. Please include your 790 number.
3. Revise, expand, and combine your essays in Assignment #2 AND #3 into a more comprehensive, single essay of 2,000 to 3,000 words. The revised essay must answer the same two questions and must be improved by:
  - a. Editing the two papers according to my grading comments,
  - b. Expanding the two papers to refer to concepts, readings, and current events through the end of the semester, as well as at least 2 recommended readings.
  - c. Combining the two papers into an overall argument with an overarching introduction, thesis statement, and conclusion, and three section headings (one for the history section, one for the theoretical analysis, and one for your conclusions and strategy).
  - d. The revised and expanded essay is due on Moodle and in my email inbox by 12 noon on the Friday of finals week (5/8). Your grade in PSCI 400 and your revised grade for the two assignments will be the average of your grades for Assignment #2, #3, and the combined paper. (*Students not in PSCI 400 who wish to increase their grades on the essays for Assignment #2 and Assignment #3 may do so by following the instructions above.*)
4. If time permits, PSCI 400 and other students who do the above may present their revised essay in class for extra credit points. Please let me know if you are interested, and I will let you know the details.
5. I encourage you to apply to present this paper at the annual [UM Undergraduate Research Conference](#) (application deadline is 14 February 2020).

## **Graduate Students**

Requirements for graduate credit in this course are as follows:

1. Your grade in the course will be the average of (1) your grades for Assignments 1-4 and (2) your grade for a graduate research paper.
2. Readings: you are responsible for the required UG readings plus your choice of 2-3 recommended readings per week (posted on Moodle). In addition, please purchase and read the following book (see Moodle for relevant weeks):

- Ian Hurd, *How to Do Things with International Law* (Princeton, N.J.: Princeton University Press, 2017, ISBN 978-0691196503).

3. See me at least once per month during my office hours or by appointment to discuss the readings.
4. For Assignment #1, in addition to UG requirements above, you are expected to help undergraduates during group meetings and simulations.
4. For Assignments 2-4 (see above), write essays that are twice the length required of undergraduates, and refer to both required and recommended reading.
5. For the graduate research paper, please follow the PSCI 400 assignment above, except that you should double the length of the paper, refer to both required and recommended

readings, and refer to at least 6 scholarly non-course sources. See me for more information. The revised and expanded essay is due on Moodle and in my email inbox by 12 noon on the Friday of finals week (5/8).

6. If time permits, I may ask you to present your revised and expanded paper in class. If so, I will count this presentation towards your participation grade (Assignment 1).
7. I encourage you to apply to present your research paper at UM's annual Graduate Research Conference.

### **Reading Questions**

In assignments and quizzes, you will be asked to compare and contrast the arguments of various scholars and schools of thought. Doing so requires critical reading skills. To develop and practice these skills, consider the following questions for each item you read:

#### A. Overview

1. What is the central question or problem addressed by the author?
2. What is his or her answer or argument?

#### B. Evaluation of the Argument

3. What is the logic of this answer or argument? What school of thought, if any, does it represent?
4. Do you understand the author's argument? Do you agree with it? Why or why not?

#### C. Evaluation of the Evidence

5. What evidence does the author use to support his or her argument?
6. Does the evidence support the argument? Are you aware of other evidence that would support or weaken the argument?

#### D. Significance

7. Which of the authors we have read would agree and disagree with this argument, and why?
8. How does this article fit into the themes and arguments developed in class?

### **Essay Grading**

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.
- 90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.
- 80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings.
- 70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.
- 60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

## Course Outline and Schedule

Most of the readings are in the books by Karns, Mingst, and Stiles (KMS) or the book by B&K and Keitner (B&K). Readings marked (+) are available on the Moodle website. If you have trouble accessing them, please let me know.

Once you have accessed an electronic article, I recommend printing it, downloading it to your computer, and/or emailing it to yourself. Printing or downloading articles enables you to highlight and make notes on the text. To retain access when the semester is over, I suggest printing or downloading all online articles. To minimize the number of pages you have to print, print two pages per page and/or double-sided (duplex).

Remember: the *New York Times* is also required reading.

### **Part I: Overview and History of Issues, Agreements, and Actors**

#### **A. Introduction to the Course (1/15)**

Discussion of syllabus and course requirements  
Brainstorming of issues  
Discussion of assignment for next time

#### After class:

1. Read the syllabus
2. Do the reading for next week and start reading the *New York Times*.
3. Start thinking about the issue you will discuss in Assignments 2 and 3. Skim the tables of contents of KMS and B&K for ideas, and peruse the following sites:

University of Toronto, “NGOs & IGOs” Research Guide,

<https://guides.library.utoronto.ca/pol/igo-ngo>

UN Research Guide on International Law,

<http://research.un.org/en/docs/law>

#### **B. Challenges and Foundations of Global Governance and International Law (1/22; 87 pp.)**

KMS, Ch. 1, “The Challenges of Global Governance,” pp. 1-41 (40 pp.)

KMS, Ch. 2, “The Theoretical Foundations of Global Governance,” pp. 43-74 (31 pp).

B&K, Preface, Table of Contents, & Ch. 1, “The Nature and History of International Law,” pp. v-ix and 3-14 (16 pp.)

#### **C. History**

##### **1. From Ancient Empires to the League of Nations (1/29)**

For readings, see Moodle

##### **2. The United Nations (2/5)**

##### **3. Regional Issues (2/12)**

\*\*\*Assignment #2/Issue Questionnaire & Essay due on Moodle by noon on 2/12\*\*\*

#### **D. Actors (2/19)**

## **Part II: Theories and Tests**

**A. Realist Visions (2/26)**

**B. Liberal and Constructivist Visions (3/4)**

**C. Testing Realism, Liberalism, and Constructivism Part I: War and Peace; Collective Security and Peacekeeping (3/11)**

*\*\*\*No class 3/18 – Spring break\*\*\**

**D. Testing Realism, Liberalism, and Constructivism Part II: Arms Control, Terrorism, War Crimes, and Human Security (3/25)**

*\*\*\* Assignment #3 due from students working on security issues*

**E. Economic Issues; Dependency Theory (4/1)**

*\*\*\* Assignment #3 due from students working on economic issues*

**F. Human Rights Issues; Feminist Theory and Securitization Studies (4/8)**

*\*\*\* Assignment #3 due from students working on human rights issues*

**G. Environmental Issues; Organizational Theory (4/15)**

*\*\*\* Assignment #3 due from students working on environmental issues*

## **Part III: Conclusions about International Governance and Strategies for Improving Outcomes on Multiple Issues**

**A. International and Domestic Law; Being an International Lawyer; Improving Legal Outcomes (4/22)**

**B. International and Domestic Organizations; Being an International Analyst, Policy Maker, or Practitioner; Improving Organizational Outcomes (4/29)**

*\*\*FINAL EXAMINATION\*\* -- due by Monday, 5/4 at 5:20 pm on Moodle*

*\*\*If you are taking PSC 400, your revised paper is due on Moodle and in my email inbox by noon on Friday, May 8.*