

International Law

Politics/Legal Studies 160B | T/Th 3:20-4:55P | Location: Canvas/Zoom* | Fall 2021

Professor M. F. Massoud (*he/his*)
Professor of Politics and Legal Studies & Director of Legal Studies

Student office hours: *One-on-one* Weds. 1:00-2:30P, sign up at <http://tinyurl.com/Massoud2021F>
Dicta Weds. 2:35-3:05P, sign up at <http://tinyurl.com/Massoud2021F>

Overview

This course is an introduction to international law. It proposes an interdisciplinary approach to the subject, rooted in politics and legal studies. As a legal order, international law performs multiple, competing functions. It serves the interests, and seeks to limit the actions, of state actors. International law is also a political rhetoric of the oppressed, and a foundation for activism and resistance. This course illuminates this malleable nature of international law and how different people use it – promoting its authority or denying its power – to achieve their own political goals. International Law fulfills a requirement for legal studies majors; it is also a core course for politics majors.

Objectives

The course goal is for students to learn and apply the basic concepts, theories, and tools of international law. The successful student will be organized; read all materials actively; think, write, revise, and speak precisely; submit assignments on time; work independently; and manage time wisely.

There are several additional learning objectives this course aims to fulfill. Upon completing the course, you should be able to:

- Describe the relevant actors in international law, including states, international organizations, NGOs, and individuals;
- Understand and compare the sources of international law, including custom and treaties;
- Explain, evaluate, debate, and apply different approaches to international law (including formalist, realist, and various critical approaches); and
- Interpret actual or hypothetical events in light of international law's rules – including in the areas of dispute resolution, human rights, international criminal law, and the use of armed force – as preparation for future study, specialized coursework, or internships/work.

Your skills in critical reading, thinking, writing, and speaking will be sharpened if you successfully

- Prioritize patience in order to read the assigned texts actively and thoughtfully;
- Evaluate competing arguments about international law's functions and limits;
- Interpret global events in light of readings, lectures, and discussions;
- Challenge yourself to see writing as a process that involves major revisions and even complete rewriting before every submission, as you strive for clarity and precision; and
- Ask questions and explain to others (in section, lecture, discussion boards, and even with family and friends) what you are learning, what makes sense, and what doesn't.

Teaching Team

Professor Mark Fathi Massoud will lead the teaching team and facilitate our all-class meetings. We are fortunate to have three teaching assistants. Sarah CheikhAli (scheikha@ucsc.edu), Ellie Frazier (*she/hers*),

* We acknowledge that the UC Santa Cruz campus and UCSC campus servers hosting our class are on the land of the Uypi Tribe of the Awaswas Nation, today represented by the Amah Mutsun Tribal Band.

and Yannong He (*sbe/bers*) will facilitate discussion sections, evaluate your work, and hold office hours. Avail yourself of their knowledge, and benefit from their experiences.

Our Zoom Course Assistant is Jack Lin (*he/his*) jlin143@ucsc.edu.

Collective Responsibilities

A successful learning experience requires mutual respect on the part of each student, each TA, and the instructor. Be open, attuned, and sensitive to diversity in our collective backgrounds, ethnicities, genders, gender identities, religious beliefs, sexual orientations, immigration and first-generation statuses, political views, and other areas of identity or subordination. No one should be subject to behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and the maintenance of academic integrity.

Additional instructor responsibilities:

- Facilitate student learning and skills development and treat students with respect.
- Be open to constructive input from students in the course. (Students will complete midterm and final course evaluations).
- Ensure that opportunities to participate are enjoyed equally by students.

Additional student responsibilities:

- Familiarize yourself with this syllabus and the course expectations and goals.
- Be prepared for the quarter's intense pace by reviewing materials in advance of, and attending, all lectures and discussion sections. You must sign up for and attend the same section every week. Let your TA know in advance if things come up, to make alternate arrangements for participation.
- Zoom/Canvas responsibilities
 - Approach learning and your classmates with kindness and respect. Be the type of person you would like to turn to when you are in need of help.
 - Get to class from Canvas. Ensure your first and last name appear on your screen.
 - Arrive early to ensure your connection works. Do not pack up before class ends.
 - Be mindful of what appears on your screen. Find a quiet space, if possible, to support your focus and learning.
 - Mute your microphone when you are not speaking.
 - Give full respectful attention to those speaking. Look up at the camera so they see you making eye contact. Be quiet when someone else is speaking and turn off all devices and programs (e.g., phone, apps, email) that may distract you.
 - Participate and ask questions. Think before you speak or type. Use courteous, respectful language. Use the "raise hand" function. Create space for others to speak and type alongside you. Keep comments and questions relevant to the topic and text of the discussion.
 - Be generous with one another. Use the discussion board for questions, comments, and reflections. Regularly review and post to it. Help one another by responding to questions on the discussion board.
 - Visit keeplearning.ucsc.edu for additional resources.
- **Unless otherwise specified, electronic devices are permitted ONLY to call up 160B materials and to take class notes.** Grades will be reduced if you are using applications (e.g., apps, web browsers, email) unrelated to this course.
- **Classes will be recorded and posted. No recording devices are allowed without advance permission from the instructor concerning a DRC accommodation.**
- Read this syllabus carefully. Submit all assignments on time.

Discussions of law and politics often touch upon sensitive, triggering, and challenging issues. Differences of viewpoint or concerns should be expressed in terms supportive of the learning process. We are all responsible to honor each other's experiences, to appreciate the opportunity to learn, and to create a safe environment. Let us share openly and reason with clarity and compassion as we develop our understanding of the international community in which we live.

Readings

Required and recommended readings will be posted to **Canvas (under "Pages")**. Readings may also be found using UC-Links. Additional readings may be assigned or discussed in class. Additional documents may be distributed in class, in section, or on Canvas. Updated copies of this syllabus, should it be changed, will also be posted to Canvas.

You should daily be reading international news. Choose from *The Economist*, *The Guardian*, *The New York Times*, *Wall Street Journal*, and *Washington Post*. BBC News online, *Al-Jazeera*, *Le Monde Diplomatique* (English), and foreign-language newspapers are also useful. If you wish to have further exposure to the academic study of international law, please consult with the professor or TAs for a list of optional readings from law, political science, economics, feminist studies, legal philosophy, and legal anthropology, among other areas.

Evaluation

Your final grade will be based on the following:

- Multi-step writing exercise – “persuasive memo” [specific guidelines will be announced]:
 - Memo #1 (approx. four pages) due Thurs., Oct. 21, 12:00PM (20%)
 - Required peer review in class on Tues., Nov. 9, 3:20PM
 - Memo #2 (approx. four pages) due Thurs. Nov. 18, 12:00PM (20%)
 - *Receiving a D or lower on both papers may result in course failure.*
- Lecture and section attendance and participation, weekly journal submission, discussion board participation, and satisfactory completion of section assignments as determined by your TA (25%)
 - *Attendance at a minimum of half of sections is required to pass the class.*
- Final assignment – “international legal analysis” – due via Canvas no later than Wednesday, December 8, 7:00PM (35%)

Steady improvement or decline in the course may be taken into account in your final grade in a manner to be determined by the instructor on an individual basis.

How to Manage Your Time

A five-credit course at UCSC requires 15 hours per week of work, averaged across the quarter. Be mindful of the following approximate times: attending two lectures (3 hours) and one section (1 hour), reading and posting discussions before class (5 hours, or 2.5 hours before every class), reviewing and responding to posts after class (2 hours, or one hour after every class), and doing writing reflections in your journal and paper assignments (4 hours). To succeed, please write these hours into your weekly schedule, and read all materials carefully and thoughtfully – without distractions – including this syllabus, the assigned readings before each class, and all assignment instructions.

Take Care of Yourself

Proper time management and course success means nourishing your mind, body, and soul. Consider taking a walk in your neighborhood or doing a stretch or yoga class on YouTube. If you do not have access to healthy food or adequate living space, please communicate with the professor and your college advisor about available options.

Apply this Course to Real Life

International law is a significant topic of our day. Read the news once a day and think actively about how national and global events relate to theories in the course. Post relevant articles to the discussion board. Mention them to Professor Massoud or your TA. You will be asked in assignments and class activities to interpret current, historical, or hypothetical events using the theories and tools of the course.

Accessibility

Each person deserves a suitable learning environment. If you require accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to Professor Massoud **within the first two weeks of the quarter, no later than October 7, 2021**. You may submit these outside of class (e.g., office hours) to ensure anonymity. Come prepared to discuss ways to ensure your full participation in the course. Contact DRC at 831-459-2089 (voice), 831-459-4806 (TTY), drc@ucsc.edu, or <http://drc.ucsc.edu> for more information on DRC services and requirements.

Pronouns and Inclusivity

Each person should be addressed in accordance with their personal identity. If you feel comfortable, please share the pronoun (they, she, he, ze, etc.) with which you identify. If you have reason to believe someone may refer to you by an incorrect pronoun, please let that person know how you would like to be addressed. If you mistake someone's pronoun, please be open to being corrected.

Covid-19 Guidance and In-Person Instruction

UC Santa Cruz requires all students, TAs, and professors to wear masks regardless of vaccination status. Refusal to comply counts as a classroom disruption, which is also reportable to Student Conduct and your College. If you need to miss class to isolate or quarantine, please send a screenshot of your dated red badge to your professor and TA. Please do daily symptom checks and get tested as required. Only students with green badges may attend class. As well, we recommend you exchange contact information with a buddy in this class for peer support and sharing notes if you miss class, because some in-person classes or sections may not be recorded or hybrid. If at any point you feel uncomfortable with in-person instruction, please access additional campus resources:

- [Counseling and Psychological Services](#): For mental-health concerns related to being in-person
- [Student Health Center](#): For health concerns related to being with others
- [Disability Resource Center](#): For disability-related concerns related to in-person instruction
- [Student Conduct](#): If you believe other students are out of compliance with safety protocols
- keeplearning.ucsc.edu: For additional campus resources on living and learning well

Meet the Professor Outside of Class

You are encouraged to discuss the course and your career goals and questions with the professor. To contact the professor, it's best to avoid e-mail, which can be cumbersome and imprecise. Instead, meet in person by signing up online for **one-on-one** or **dicta** at <http://tinyurl.com/Massoud2021F>. You must be logged into your UCSC email to sign up.

One-on-one: Please sign up online for a 15-minute appointment during the one-on-one period. Space is limited to six students per week. Come prepared with specific questions or issues you would like to discuss.

Dicta: Dicta is open office hours for anyone in 160B. When in-person, it was a short walk with students to discuss issues relevant to the course and your academic, employment, and life goals. Come prepared with questions or issues you would like to discuss with your peers and me. As in legal judgments, dicta are information relevant to our course and to your education, but they may be extraneous to your final grade. Space is limited to eight students per week. Please sign up online and join our Zoom "walk" together at 2:35PM every Wednesday.

While I cannot guarantee availability, I will do my best to accommodate students by appointment if you have a class conflict during both *one-on-one* and *dicta*.

Gender Discrimination and Harassment

This class is committed to a safe learning environment free of gender-based discrimination and harassment. If you or someone you know experiences assault, domestic/dating violence, or stalking, you are not alone. UCSC has staff members trained to support you. For confidential support and advocacy, call the CARE office 831-502-2273 or CAPS 831-459-2628. You can also report discrimination directly to the Title IX office 831-459-2462. Reports to law enforcement can be made to UCPD (831) 459-2231 or 911. UC policies require faculty and TAs to inform the Title IX office if you tell them about a situation involving sexual violence or harassment. The goal is to get you the support you need so that you know your options, access campus resources, and remain in control.

Learning Support Services

UCSC's Learning Support Services provides additional writing support for this course in the form of weekly one-hour small-group tutoring sessions. Tutor Trac sessions are voluntary and separate from the sections led by TAs. Tutor Trac focuses on further developing writing skills related to the course material and themes. Due to resource constraints, Tutor Trac is available only to about one-quarter of students and is open only to students who commit to attending every week. To enroll, visit the LSS portal at <https://lss.ucsc.edu/programs/small-group-tutoring/index.html> and select Tutor Trac.

Disciplinary Communication (DC) Requirement for Politics Majors

In the Politics major the university's DC requirement is fulfilled by completing any three of your required four core courses (105A, B, C, D; 120A, B, C; 140A, B, C, D; 160A, B, C). The goal of the DC requirement is to ensure that you acquire the skills in writing and other forms of communication necessary for your major. The central goals of the core courses are breadth of knowledge within the major and training and improvement in writing. You should see the core courses as a progressive and cumulative process requiring sustained attention to the form and quality of your writing. Another form of disciplinary communication is speaking and discussion. You are encouraged to work on the clarity and quality of your contributions during section and lecture discussions.

Academic Integrity and Plagiarism

In this course, abide by the values of honesty, respect, and civility. UC Santa Cruz values academic integrity. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offenses. Read and understand the university's policies on academic misconduct: <https://ue.ucsc.edu/academic-misconduct.html>.

All sources must be cited. Plagiarism is copying ideas or words that are not your own and attributing them to yourself. When in doubt, cite. All cases of plagiarism are offensive and will be prosecuted per university policy with course sanctions, university sanctions, or both.

How to Cite Properly

This course uses the following citation style: **Chicago Manual of Style (footnotes & bibliography)**. See https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Courses in the Politics Department use one of two standard forms of citation: (1) Parenthetical (or in-text) citations; and (2) Footnotes. **For the footnotes style used in your assignments for this course, refer to the *Chicago Manual of Style*.** For the in-text system, the department follows the *Modern Language Association* (MLA). Familiarize yourself with the style guides for the two systems, found on the Politics website, <http://politics.ucsc.edu/undergraduate/citation.html>. These two systems are also outlined in other style guides, including Diana Hacker's, *A Pocket Style Manual*.

Your Participation Grade

“Participation” includes oral communication, discussion board posts, journal/reflections, and section assignments. It makes up a significant portion (25%) of your grade. This course uses the following rigorous guidelines to evaluate your participation:

A: Full attendance or one excused* absence, as well as consistently outstanding contributions on any section assignments and in oral communication, reflections, and posts, including being an active listener who knows when to wait and allow others to contribute. This student comes to class prepared, contributes readily to the conversation but doesn’t dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others’ views, and participates actively in small groups.

B: Full attendance or one excused* absence, participated well most days with contributions and as an active and patient listener; or someone who made solid contributions on any section assignments, reflections, posts, and in oral communication but also contributed in a less developed manner or too much (i.e., dominated the discussion or did not allow space for others to enter the discussion). A student with two excused* absences but otherwise did outstanding (A) work might also merit a B.

C: Full attendance or one excused* absence, but not much more (i.e. little to no participation, just showed up to class and participated/posted a few times during the quarter, with average quality section assignments). Any student with three excused* absences but otherwise did outstanding (A) work might also merit a C, or any student with two excused* absences but otherwise did very good (B) work, etc. Students in this category may talk too much, make rambling or tangential contributions, continually interrupt the instructor or other students with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students.

D: Three excused* absences and did average work or less, or who was present/breathing but regularly came to class without the readings or who demonstrated inadequate preparation. Some students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students here either often don’t participate because they haven’t read the material or done the work before class.

F: Four or more excused* absences. Some students in this category may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude.

Students who miss five or more sections will fail the course.

Active and thoughtful participation in section, lecture, journal (written reflections), discussion boards, and office hours (with your TA and with the professor in *one-on-one* or *dicta*) may be taken into account to improve your participation or course grade.

*An excused absence is one for which the student communicates with their TA in advance about an unforeseen and unavoidable difficulty.

What We Expect from Your Written Assignments

Below are the three guidelines (sets of questions) that this course uses to evaluate whether your written assignments are interesting, original, and effective. Please use these questions to guide how you write in this course. (Standards for essays written during in-class exams, if any, are modified accordingly.)

1. A Purposeful Argument: Is the thesis (i.e., the central argument and purpose) of the paper clear, interesting, and specific? Does it address a significant problem from the class materials and in policy? Does the paper tell the reader something not already known from common knowledge, and that is not immediately apparent? Does the argument not just recall but also build upon and integrate the class materials, section discussions, lectures, and global events?

2. Logically Organized Evidence: Does the author make the best possible use of course readings to support their thesis, choosing selectively from the available material? Does the author deal adequately with the strongest possible opposing evidence? Are citations and quotations appropriately introduced and explained? Does the paper follow a logical path in developing and supporting the thesis? Are new ideas and points of evidence presented in a logical order? Is it clear how each new idea relates to the thesis and how it follows from the previous idea? Do ideas seem out of place? Do the introduction and conclusion contextualize the thesis and explain why it is interesting, what other issues it is related to, or what other implications it has in addition to those discussed in the paper?

3. A Pleasant Style: Is it a pleasure to read this prose? Is vocabulary used appropriately and effectively? Is sentence length varied and word count under the limit? Does the paper have a good title and section headings if necessary? Is

there balance between, and appropriate use of, direct quotation and paraphrasing? Does the author present ideas clearly? Does the author use constructions such as parallelism or subordination effectively to show relationships between ideas? Is word repetition a helpful stylistic choice rather than tedious? Is the language appropriately formal for an academic paper, without contractions or colloquialisms? Has the author avoided grammatical, spelling, and punctuation errors? Are sources correctly cited?

How We Grade Your Written Assignments

Below is an explanation of how the three guidelines above typically translate into grades on written assignments. These standards are in place in various classes at UCSC and at other institutions.

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence and a consistently pleasant reading style. The essay engages the reader in the inquiry, convincingly answers opposing views, and is well-organized and free from errors and flaws. The 'A' essay is outstanding in thesis, organization, evidence, style, and mechanics.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' essay may have some outstanding qualities but it suffers from significant flaws which keep it from being an 'A'; or it may be all-around good work that is free of major problems, but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' essay meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational, stylistic, or mechanical problems that keep it from being good. The 'C' essay may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort, but it is so marred by serious problems that it cannot be considered a satisfactory paper. Essays without a readily identifiable thesis are liable to be marked 'D'.

F: Failing work, for example, a hasty, sloppy essay that shows little or no thought, effort, or familiarity with the text. The 'F' essay may fail to respond to the topic given.

Grade Contestation (for papers and/or exams, if any):

If you judge your grade to be inaccurate (with respect to the grading guidelines), you must wait at least 48 hours after receiving your work before contacting the TA, so that you may re-read your work and consider the comments and grade given. After 48 hours, but within **one week** of the first day papers are returned, you may submit a written account to your TA of the reasons why you believe the grade to be inaccurate. Think critically about the strengths and weaknesses of your work and commit those thoughts to writing. Your TA may elaborate further on (and reconsider, either upward or downward) your grade in writing. If you are not persuaded, you may bring your paper and the dossier of correspondence between you and your TA to the professor. The copy of your paper or exam that you submit to the professor must be the one originally graded by the TA, with their comments (not a copy).

Narrative evaluations

Special circumstances determined by the professor may warrant explication of a grade. In those cases a student will receive a narrative evaluation. If you would like to request a narrative, inform both Professor Massoud and your TA in writing within the first week of the quarter.

The instructor may amend this syllabus as necessary to meet the educational needs of this course.

POLI/LGST 160B Fall 2021 (rev. Sept. 23, 2021)
Schedule of Topics, Readings, and Assignments (listed by due date)*

*This schedule is subject to change. Announcements will be made in class and/or posted to the course website.

Thursday Sep. 23

Introduction to International Law and Course Syllabus, Goals, Readings, and Assignments

To do by 5:00PM on Sunday 09/26/21:

Review Week 0, UCSC's orientation to remote learning. It may be found in our Canvas course under "modules." Begin to participate in class by introducing yourself at the end of the module.

Tuesday Sep. 28

Effectiveness and Structure of International Law

Syllabus

UCSC Academic Integrity and Misconduct Policy:

https://www.ue.ucsc.edu/academic_misconduct

UCSC Politics Department Academic Integrity and Citation Guidelines

<https://politics.ucsc.edu/undergraduate/citation.html>

Damrosch, et al., "International Law as Law" pp. 2-13

Murphy Ch. 1, focus on pp. 3-11

Chen, "An Introduction to Contemporary International Law" pp. 3-14

Recommended: Cassese, "Main Legal Features of the International Community"

- Explain the different positions in the debate over whether international law is "law."

Thursday Sep. 30

Schools of Thought in International Law

For a *formalist* approach, read Murphy Ch. 1, focus on pp. 11-33

For a *realist* approach, read G&P, "Introduction"

For a *critical-postcolonial* approach, read these three articles: Chimni "The World of TWAIL" pp. 16-19, Anghie, "LatCrit and TWAIL", and [*recommended*] Anghie, "Evolution of International Law"

- Describe and evaluate the differences between three major approaches to international law (i.e., formalist, realist, and critical).

Tuesday Oct. 5

Schools of Thought in International Law (continued)

Re-read Murphy Ch. 1, G&P Introduction, and the Chimni and Anghie articles

Charlesworth, et al., "Feminist Approaches to International Law"

Otto, "Queering International Law: Introduction"

- Using the Charlesworth and Otto articles, explain and critically evaluate the feminist and queer critiques of international law. How do feminist and queer critiques differ from one another and from formalist, realist, and critical-postcolonial approaches?

Thursday Oct. 7 and Tuesday Oct. 12

State and Non-State Actors

Murphy Ch. 2

Montevideo Convention

Charnovitz, “NGOs and International Law,” read pp. 348-68

The Daily Show with Trevor Noah Interview with Ambassador Samantha Power

Optional: Badinter Commission Opinions 1, 8, 4, 5; East Timor v. Netherlands

- What defines a state and how is a state formed?
- What are international organizations and how are they formed?
- What is the role of NGOs, corporations, and individuals in international law?

Thursday Oct. 14 and Tuesday Oct. 19

Sources of International Law: Custom

ICJ Statute, Article 38

Murphy Ch. 3 [second edition], focus pp. 92-101

G&P Introduction (re-read) and Ch. 1

Recommended: G&P Ch. 2

Recommended: *The Paquete Habana* 175 U.S. 677 (1900)

- What is customary international law?
- How do rational-choice theorists explain the nature and limits of customary international law?

Assignment: Midterm course evaluations on Tuesday Oct. 19

Thursday Oct. 21

Putting International Law to Work I:

Apply the Approaches and Interpret Events in International Law

- Review course readings and notes from lecture and section in advance of class.

Assignment: Paper #1 due before 12:00PM Thursday Oct. 21, via Canvas

Tuesday Oct. 26

Sources of International Law: Treaties

Murphy Ch. 3, focus on pp. 77-92 on treaties

G&P Ch. 3

Optional: Vienna Convention on the Law of Treaties

Optional: ICJ Advisory Opinion on Reservations to the Convention on Genocide

Optional: Human Rights Committee General Comment 24

- What are treaties, how are they formed, and how do treaties differ from other sources of international law?
- What roles do reservations, understandings, and declarations play?

- How do rational-choice theorists understand the limits of treaties?

Thursday Oct. 28 and Tuesday Nov. 2
Dispute Resolution

Grant, “Settlement of International Disputes,” Ch. 12
 Nolan-Haley, et al., “International Conflict Resolution,” Ch. 2

- Understand the negotiation skills necessary for effective dispute resolution.
- How can you understand individual behavior in relation to power dynamics in conflict?
- What are the different types of dispute resolution processes?
- Compare and contrast negotiation, mediation, conciliation, arbitration, and adjudication. Under what circumstances might a claimant prefer one type of dispute resolution to another one?

Thursday Nov. 4
Fidelity to Law, Breach, and Non-Compliance

Murphy Ch. 5-6 [second edition]
Recommended: Koh, “Why Do Nations Obey International Law” Yale L.J., focus 2635-2659

- What is the formalist approach’s “test” for determining whether a nation breached IL?
- Why do most countries obey (or say they obey) international law most of the time?
- What obligations do states have to follow international law?

Tuesday, Nov. 9
Putting International Law to Work II: Peer Review

Required Peer Review - Exchange of Papers
 Read “Giving and Receiving Feedback” Handout

No class on Thursday Nov. 11 (Veterans Day)

Tuesday Nov. 16
Putting International Law to Work III: Making International Legal Work

- Readings, if any, to be assigned. Check “Pages” in Canvas for updates.

Thursday, Nov. 18
Human Rights

Murphy pp. 73-79 (re-read)
 Grant, “Human Rights,” Ch. 9, pp. 97-102
 UDHR, ICCPR, and ICESCR treaties
 Chua, “The Case of Burmese Lesbian Activism”

- Using the Murphy readings, understand the evolution of global human rights treaties and institutions. How effective are they? What are their philosophical and political sources?
- Using the Chua article, how do activists use human rights discourse, and what are the limits of human rights?

Assignment: Paper #2 due no later than 12:00pm Thursday Nov. 18, via Canvas

Tuesday Nov. 23

International Criminal Law

Grant, “Human Rights,” Ch. 9, pp. 103-107
 Branch, “Uganda’s Civil War and the Politics of ICC Intervention”
 Intro scene from Netflix’s *Black Earth Rising*

- What are the general elements of crimes and international crimes, and how do they differ?
- Explain the differences between available forums for trying international crimes (ICC, ad hoc tribunals, hybrid courts) and the relative advantages and disadvantages of each.

Tuesday Nov. 30

War, The Use of Force, and Its Limits

Grant, “Use of Force,” Ch.8
 Grant, “Human Rights,” Ch. 9, pp. 102-103
 Report of the International Commission on Intervention/State Sovereignty, pp. 1-18 (through chapter 2 of the report)
Optional: Hugo Grotius, *De Iure Belli ac Pacis* (The Rights of War and Peace):
 pp. 23-28 (sections I-IV) and pp. 436-440 (sections XL-XLIII)

- What is force and how does the UN seek to limit its use?
- What are the different rules of engagement in going into war (*jus ad bellum*) or while fighting war (*jus in bello*)?
- Critically evaluate the rationales for the use of force, including humanitarian intervention.

Thursday Dec. 2

International Environmental Law

David Victor, “The Paris Agreement and Its Implementation”
 Video: David Victor, “Why the Paris Agreement Succeeded”
 Timo Koivurova, “Introduction to International Environmental Law”
 UN Environment news story
Optional: David Victor, Ch. 7 “Global Warming Gridlock”

- What are the major principles of international environmental law and how is liability imposed?
- How is “hard” law different from “soft” law and how can soft-law alternatives be effective?
- What explains the successes and failures of international legal efforts to combat the effects of global warming?

Thursday Dec. 2 (continued)

Conclusions: International Law in Perspective

Anghie, "Conclusion"

Optional: Cassese, "Narrowing the North-South Gap"

Optional: Massoud, "Teaching Three Canons of International Law"

- To what extent does international law shape the behavior of states, and what is the effect of international law on the lived experiences of the poor?

Wednesday Dec. 8

Final assignment due via Canvas no later than 7:00PM Wednesday Dec. 8.

Have a great break.