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PSC 433.01: International Law and Organizations

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Political Science 433
Spring 2009
T/Th 3:40-5:00
Fine Arts 302

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Office Hours: M 6:30-7:30, T 5:10-6:30 & by appt

International Law and Organizations

Course Description and Objectives

This course examines and evaluates conceptions of order, governance, law, organization, and right in the contemporary international system. In particular, it explores the possibility that a "new world order" of diminishing conflict and increasing cooperation is emerging as international law, international norms, intergovernmental organizations (IGOs), and non-governmental organizations (NGOs) become more prevalent. In addition, the course provides students with an opportunity to explore the opportunities and challenges of working through international law and organizations to address issues of interest to them.

The course has five parts. In Part I, students will define three issues of interest to them. In Part II, we will explore the history and challenges of global governance, and students will write about the historical development and current status of their issues. In Part III, we will examine realist, liberal, critical, and organizational theories about order and governance in the international system, in particular the role and effectiveness of international laws, norms, regimes, and organizations. In this part of the class, students will select one of the issues to address in the remainder of the semester. Students will then develop hypotheses about how international law and organizations are likely to address this issue.

In Part IV, we will discuss the sources and subjects of international law, as well as the relationship between international and domestic law. Here, students will research and write about how, why, and how effectively one international law or court has addressed their issue. In Parts V-VIII, we will explore legal and organizational challenges and opportunities in four issue areas: security, human rights, economics, and the environment. In this part of the course, students will write about how, why, and how effectively two international organizations (one IGO and one NGO) have addressed the issue.

At the end of the semester, each student will combine his/her semester-long analysis into one 15-20 page analytical paper that explains why the issue is important, how the issue has changed over time, and how, why, and how effectively the issue has been addressed in international law and by international organizations. Students will discuss how the issue is likely to be and should be addressed in the future, comparing and contrasting their arguments to other scholars. Finally, students will explain what contribution they would like to make in this area and whether, how, and why they would work through international law, IGOs, or NGOs.

Each student will make one 10-minute presentation to the class, summarizing his/her research. In most cases, these presentations will involve collaboration with other students. The course will also feature one or more presentations by professionals working in international law and organization.

By the end of the semester, you will be able to articulate and defend your own conception of the nature, effectiveness, and future of international governance. You should also have a good understanding of career opportunities and challenges in international law and organizations.

Prerequisites

To enroll in this course, you must be at least a junior, and you must have taken PSC 130 (Introduction to International Relations).

Texts

To do well in this class, you must complete all of the assigned reading before each lecture. On average, there are 50 pages of required reading per class, plus the required current events reading described below and the reading you will need to do to write your research papers. The readings are from the following texts. The first two are available for purchase at the bookstore.

- Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance* (Boulder, CO: Lynne Rienner, 2005).
- David J. Bederman, *International Law Frameworks* (New York: Foundation Press, 2001).
- Selected articles available online, denoted by a plus sign (+).

Keeping Up With Current Events

You are required to keep up with current events related to international issues and governance by reading the *New York Times* (<http://www.nyt.com>) on a daily basis. For details on the sections and articles I expect you to read, see the Course Materials section of the Blackboard website.

There are many ways to supplement your reading of these newspapers:

- Reading other national 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*, compilations of international news such as WorldPress.org and UN News Centre.
- Reading news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News & World Report*.
- Listening to National Public Radio programs such as “Morning Edition,” “BBC World Service,” and “All Things Considered” on KUFM 89.1 (for schedule, go to <http://www.mtpr.net/>).
- Watching television news programs. On PBS, I recommend “The News Hour,” “BBC World,” “Charlie Rose,” “NOW,” “Frontline,” and “Foreign Exchange,” available on both KUFM Channel 11 (<http://www.montanapbs.org/>) and KSPS Channel 32 (<http://ksps.org/>). The ABC, CBS, and NBC evening news, as well as ABC’s “Nightline,” can be helpful.

Whenever possible I encourage you to consult these and other additional sources. Note, however, that they will not substitute for daily reading of the *New York Times*, which is the best single source for in-depth international coverage and a wide range of opinion and is therefore the source upon which current events quizzes and class discussions will be based.

Assignments and Grading

You are expected to attend class regularly and complete all of the assigned reading, including the previous day’s *New York Times*, before each class. To encourage you to do so, I will give several quizzes and short assignments. These will constitute 10% of your grade in the course.

The remainder of your grade will be based on papers (60%) and a final exam (30%). Detailed paper and presentation assignments will be distributed in class. The final exam will test your understanding of and ability to analyze material from the readings, newspapers, lectures, and presentations. It will include multiple choice, short answer, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

The assignments, deadlines, and grading are as follows:

| | Due | Length | Weight |
|---|------|--------|--------|
| Three issues & why they matter | 1/29 | 1-2 pg | 5% |
| Historical development/current status of three issues | 2/10 | 2-3 | 5 |
| Theoretical analysis | 3/10 | 5 | 5 |
| One issue as treated by an intl law or court | 3/26 | 3-4 | 5 |
| Same issue as treated by an IGO | 4/14 | 3-4 | 5 |
| Same issue as treated by an NGO | 4/23 | 3-4 | 5 |
| Revised and synthesized research paper | 5/5 | 15-20 | 30 |
| Final exam | 5/11 | 3-5 | 30 |
| Quizzes, participation, & paper presentation | | | 10 |

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 |

For UM's policy on incompletes, please see the Course Catalog,

<http://www.umt.edu/catalog/academic/policy.htm>

Academic Honesty

Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/sa/VPSA/index.cfm/page/1321>.

Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.

Make-Up Policy

Make-up quizzes and exams will be scheduled only for students directly involved in extreme, documented emergencies. Late papers 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 exam or due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, call me or 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 extreme, 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

February 13 is the last day to drop this class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after February 13, 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.

Disabilities

Students with disabilities should apprise me of their needs by presenting me with a current letter from Disability Services at least two weeks before the paper or exam on which they wish to be accommodated.

Course Communications

Throughout the course, I will post announcements and materials on the Blackboard website, which you can access here <http://umonline.umt.edu/blackboard/Default.aspx>

I will also email you from time to time. To ensure that you receive my emails, you should either check your UM email account on a regular basis or have your UM email forwarded to an account you do check regularly.

PSC 400

Requirements for using this class to complete your PSC 400 writing requirement are as follows:

1. You must have finished your 300-level writing requirement *and* passed UM's writing proficiency test before enrolling in PSC 400.
2. You must obtain the paperwork from the PSC department secretary, Karen Boice, and submit it for my signature by February 13.
3. When submitting your revised long paper (due 5/15), you must submit a copy of your previous version, with my grading comments.
4. Your grade for PSC 400 will be the average of the grades you receive on the first and final versions of the 15-20 page research paper.

Graduate Students

Requirements for graduate credit in this course are as follows:

1. Your papers must be twice the length and have twice as many total and scholarly sources as required for undergraduate credit. The greater length of the paper will be achieved by either carrying out more detailed analyses or by covering more issues, theories, laws, and/or organizations.
2. You are expected to help undergraduates in your areas of expertise plan their papers and develop and coordinate their presentations.
3. You may be asked to make additional presentations.

Preparing for Class

Reading the assigned books and articles is necessary, but insufficient, to prepare for class. You must also analyze and synthesize the material and reflect on the questions it has raised for you. Thus, before each class, record your answers to the following questions. Bring both your notes and the readings to class.

A. Analysis of Particular Readings

- What is the central question or problem addressed by the author, and what is his or her answer or argument?
- What is the logic of this answer or argument? Does it make sense? Is it plausible? Into what school/s of thought does it fall?
- What evidence does the author use to support his or her argument? Is the evidence primarily quantitative (numerical) or qualitative (discussion of one or several historical cases)? Does the evidence support the argument? Is it convincing? Are you aware of other evidence that would support or weaken the argument?
- What is your overall position on this argument, and why?

B. Synthesis of the Readings

- What are the overarching themes developed in this set of readings?
- To what extent, and how, do the readings complement or compete with one another?
- Which of these readings do you find most and least interesting and convincing, and why?
- How do these themes and readings speak to those in other sections of the course?
- How do these themes and readings relate to current events?

C. Reflection on Questions and Insights Raised by the Readings

- What questions (theoretical, methodological, empirical, etc.) have these readings raised for you?
- What insights (about theory, methodology, history, current events, etc.) have you had in reading, analyzing, and synthesizing these selections? How did you arrive at these insights? What theoretical and/or policy implications do they have? Is this something you might want to pursue in future work? If not, why not? If so, how?

Class Format and Participation

In class, you should take notes on the lectures and discussions, noting in particular your questions and insights. At some point in each class, we will have a discussion. Your active, informed, and respectful participation in the discussion will contribute to your participation grade.

After class, take a few minutes to jot down your overall impressions of the session and the questions it has raised for you. Together, your lecture and reading notes will provide you with leads to follow in writing your papers and in preparing for the final exam.

Paper and 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

Readings marked (+) are available online. All other readings are either in the books by Karns and Mingst (K&M) or the book by Bederman.

Links to the online readings (+) are available on the Blackboard webpage. If you have trouble accessing them, go to the U of M library homepage (<http://www.lib.umt.edu/>), click on “Journals,” type in the name of the newspaper or journal, select the electronic index that contains the issue in which the article appeared, and search for the article using the title and/or author’s name.

Once you have accessed an electronic article or reserve, I recommend printing it out immediately or downloading it to a diskette or emailing it to yourself to print later. By printing it out, you can highlight and make notes on the text. To avoid computer problems later in the semester, I suggest accessing and printing all online articles during the first several weeks of class. To minimize the number of pages you have to print, print two pages per page and/or double-sided (duplex).

Part I: Introduction

A. Introduction to the Course (1/27)

Discussion of syllabus and course requirements

Brainstorming of issues

Discussion of assignment for next time

After class:

1. Review the research paper process on p. 1 of the syllabus
2. Assignment: Write a 1-2 page essay explaining which three issues you will explore this semester and why they matter to you. The paper should have an introduction with thesis statement, several paragraphs developing your argument, and a conclusion. This is due at the beginning of class on 1/29.
3. Start reading your UM email regularly or go into Cyberbear and have your email forwarded to another address.
4. Access Blackboard and look around. Introduce yourself on the discussion board.
5. Start reading the *New York Times*.
6. Start looking for the IGO, the NGO, and international law or court you will discuss in your papers. Skim the tables of contents of K&M and Bederman for ideas, and peruse the following sites:

UM Subject Guide for UN and Other International Resources,

http://www.lib.umt.edu/research/guide/gov_un.htm (focus on the listings for the UN, IGOs, and NGOs).

Emory University, IO-NGO Research/Subject Guide,

<http://web.library.emory.edu/subjects/socsci/polsci/igongo.html>

Pittsburgh School of Law Subject Guide for International and Comparative Law,

http://jurist.law.pitt.edu/sg_il.htm

Cal State Long Beach Research Guide on International Law,

<http://www.csulb.edu/library/subj/hottopics.htm>

UN Research Guide on International Law,

<http://www.un.org/Depts/dhl/resguide/specil.htm>

Part II: The History of Global Governance

A. From Ancient Empires to the League of Nations (1/29; 86 pp.)

*****ISSUE PAPER DUE at the beginning of class*****

K&M, Chapters 1 and 3, "The Challenges of Global Governance" and "Foundations of the Pieces of Global Governance," pp. 3-34 and 63-96 (64 pp).

+Woodrow Wilson, "The World Must Be Made Safe for Democracy" (Address to Congress Asking for Declaration of War, April 2, 1917) and Woodrow Wilson, "Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, <http://www.lib.byu.edu/~rdh/wwi/> (select year, then scroll down to dates) (9 pp).

+*The Covenant of the League of Nations*, available at http://avalon.law.yale.edu/20th_century/leagcov.asp (13 pp).

B. The United Nations and the Cold War (2/3; 76 pp.)

+ US Department of State, Office of the Historian, Bureau of Public Affairs, "The United States and the Founding of the United Nations: August 1941 - October 1945," available at <http://www.state.gov/r/pa/ho/pubs/fs/55407.htm> (3 pp).

K&M, Chapter 4, "The United Nations: Centerpiece of Global Governance," pp. 97-144 (47 pp).

+*Charter of the United Nations*, available at <http://www.unhchr.ch/pdf/UNCharter.pdf>, (26 pp).

C. Contemporary Issues in Global Governance (2/5, 56 pp)

K&M, Chapter 5, "Regional Organizations," pp. 145-210 (56 pp).

Part III: Contending Visions of the International System and Prospects for Global Governance

A. Realist Visions: Anarchy, Unipolarity, Self-Help, and Relative Gains (2/10-2/12; 82 pp.)

****HISTORICAL ANALYSIS PAPER DUE at the beginning of class on 2/10.**

Assignment: Write a 2-3 page essay summarizing the important historical developments and current facts related to your issue, and explain why these were/are so important. The paper should have an introduction with thesis statement, several paragraphs developing your argument, and a conclusion.

K&M, "Realism," pp. 45-50.

+Thomas Hobbes (1651), "Of the Natural Condition of Mankind, as Concerning Their Felicity, and Misery," in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 219-221 (3 pp).

+Hans Morganthau (1948), "Political Power" and "A Realist Theory of International Politics," from *Politics Among Nations*, 4th ed. (New York: Knopf, 1978), reprinted in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 24-27 (4 pp).

+Kenneth N. Waltz, "The Anarchic Structure of World Politics" in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 49-69 (20 pp).

+Kenneth N. Waltz, "The Management of International Affairs," *Theory of International Politics* (New York: McGraw Hill, 1979), pp. 194-210 (16 pp).

+Kenneth N. Waltz, "The Emerging Structure of International Politics," *International Security* 18:2 (Fall 1993), pp. 44-79 (35 pp).

+Joseph M. Grieco, "Anarchy and the Limits of Cooperation," in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 70-74 (4 pp).

B. Liberal Visions I: International Law and Collective Security (2/17; 26 pp)

K&M, "Liberalism," pp. 35-45.

+Hugo Grotius, "Prolegomena to *The Laws of War and Peace*," in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 401-403 (2 pp).

+Inis Claude, *Swords into Ploughshares: The Problems and Progress of International Organization*, 4th ed. (New York: McGraw-Hill, 1984), pp. 223-225 and 227-238 reprinted in Phil Williams, *et al.*, eds, *Classic Readings of International Relations*, 2nd ed (Wadsworth, 1999), pp. 254-266 (12 pp).

+Richard Falk and Andrew Strauss, "Toward a Global Parliament," *The Nation* 277:8 (9/22/2003), pp. 28+ (2 pp).

C. Liberal Visions II: Democratic Peace, Interdependence, Non-State Actors, and Global Governance -- or at least Enlightened Hegemony (2/19; 54 pp)

+Michael W. Doyle, "Kant, Liberal Legacies, and Foreign Affairs," in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 97-109 (12 pp).

+Jessica T. Mathews, "Power Shift," *Foreign Affairs* 76:1 (January/February 1997), pp. 50-66 (16 pp).

+Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 547-553 (6 pp).

+Robert O. Keohane, "Governance in a Partially Globalized World," *American Political Science Review* 95:1 (March 2001), pp. 1-14 (13 pp).

+G. John Ikenberry, "Getting Hegemony Right," *The National Interest*, Spring 2001 (7 pp).

D. Critical Visions I: Dependency Theory (2/24; 23 pp)

K&M, "Constructivism" and "Critical Theories," pp. 50-56.

+Johan Galtung, "A Structural Theory of Imperialism," in John A. Vasquez, *Classics of International Relations*, 3rd ed (Upper Saddle River, NJ: Prentice-Hall, 1996), pp. 265-273 (8 pp).

+Immanuel Wallerstein, "The Ambiguities of Free Trade," Commentary No. 127 (Binghamton University: Fernand Braudel Center, Dec. 15, 2003), available at <http://fbc.binghamton.edu/127en.htm> (2 pp).

+Immanuel Wallerstein, "Empire and the Capitalists," Comment No. 113 (Binghamton University: Fernand Braudel Center, May 15, 2003), available at <http://fbc.binghamton.edu/113en.htm> (2 pp).

+Immanuel Wallerstein, "The Rising Strength of the World Social Forum," Comment No. 130 (Binghamton University: Fernand Braudel Center, Feb. 1, 2004), available at <http://fbc.binghamton.edu/130en.htm> (3 pp).

+Immanuel Wallerstein, "The French Riots: Rebellion of the Underclass," Comment No. 174 (Binghamton University: Fernand Braudel Center, Dec. 1, 2005), available at <http://fbc.binghamton.edu/174en.htm> (2 pp).

E. Critical Visions II: Feminist Theory (2/26; 33 pp)

+J. Ann Tickner, "A Critique of Morgenthau's Principles of Political Realism," in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 17-29 (12 pp).

+Cynthia Enloe, "The Morning After: Sexual Politics at the End of the Cold War," *The Progressive* 57:9 (September 1993), pp. 24+ (4 pp).

+Carol Cohn and Cynthia Enloe, "A Conversation with Cynthia Enloe: Feminists Look at

Masculinity and the Men Who Wage War,” *Signs* 28:4 (Summer 2003), pp. 1188-2105 (17 pp).

F. Critical Visions III: Constructivism (3/3; 58 pp.)

+Alexander Wendt, “Anarchy is What States Make of It,” in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 75-82 (7 pp).

+Alexander Wendt, “Why a World State is Inevitable: Teleology and the Logic of Anarchy” *European Journal of International Relations* 9:4 (December 2003), pp. 491-542 (51 pp).

G. Organization Theory (3/5; 31 pp.)

K&M, “Theories of Organizations,” pp. 56-59 (3 pp).

+Gayl D. Ness and Steven R. Brechin, “Bridging the Gap: International Organizations as Organizations,” *International Organization* 42:2 (Spring 1988), pp. 245-273 (28 pp).

Part IV: Using Theory to Analyze Practice: Global Governance and International Organizations

A. Review and Synthesis of Theory and History of Global Governance (3/10)

*****THEORETICAL ANALYSIS OF ISSUES DUE*****

Assignment: Bring your responses to the following questions, plus two copies of your edited papers to class.

1. Review your essay on the three issues that interest you. In one page, explain which theories your essay reflects. Consider both the issues you chose to address and your explanation of why they matter. How would the other theories look at the importance of these issues? At this point, with which do you agree more? Revise your essay accordingly.
2. Review your essay on the historical development and current status of your issues. In one page, explain which theories your essay reflects. Consider both the historical developments and current facts upon which you focused, and your explanation of why these were/are so important. How would the other theories look at the historical development of your issues? At this point, with which do you agree more? Revise your essay accordingly.
3. Select the one issue (of the three you’ve been working on) that interest you most. In two pages, list hypotheses from each theory about whether, how, why, and how effectively the issue has been addressed in international law, IGOs, and NGOs. Next to each hypothesis, explain why the theory would generate this hypothesis.
4. In one page, explain which IGO, NGO, and international law or court you will be examining in your paper. Explain why you have chosen these entities and what you expect to find about whether, how, why, and how effectively they have addressed your issue.

B. Analyzing IGOs and NGOs (3/12; 61 pp.)

K&M, Chapter 7, “The Roles of States in Global Governance” (24 pp).

K&M, Chapter 6, “Nonstate Actors: NGOs, Networks, and Social Movements,” (37 pp).

+*Charter of the United Nations*, available at <http://www.unhchr.ch/pdf/UNcharter.pdf>, (26 pp).

Part V: International Law in Theory and Practice

A. Sources of International Law (3/17; 46 pp.)

Bederman, Chapters 1-4 “Nature and History of International Law,” “General Principles and Customary International Law,” “Treaties,” and “Other Sources and Evidences,” pp. 1-46 (46 pp).

B. Subjects of International Law (3/19; 42 pp.)

Bederman, Chapters 5-8, “States,” “International Organizations,” “Individuals,” and “State Responsibility and Diplomatic Protection,” pp. 49-92 (42 pp).

C. International and Domestic Law; Being an International Lawyer (3/24; 71 pp.)

Bederman, Chapters 14-17, “International Law and Domestic Law,” “International Agreements and US Law,” “Jurisdiction,” and “Jurisdictional Immunities” (56 pp).

+Harry Kreisler, “Tom Farer Interview,” *Conversations with History* (Institute of International Studies, UC Berkeley, April 19, 2000) available at <http://globetrotter.berkeley.edu/people/Farer/farer-con00-0.html> (15 pp).

D. Analyzing International Law (3/26; 54 pp.)

*** **IGO PAPER DUE TODAY*****

+*Statute of the International Court of Justice*, available at <http://www.icj-cij.org/icjwww/ibasicdocuments/Basetext/istatute.htm> (16 pp).

+Stanley Hoffman, “The Uses and Limits of International Law,” in Robert J. Art and Robert Jervis, *International Politics* 5th ed. (New York: Addison Wesley, 2000), pp. 129-133 (4 pp).

+Steven R. Ratner, “International Law: The Trials of Global Norms,” *Foreign Policy* 110 (Spring 98), pp. 65+, available through Academic Search Premier (9 pp).

+Jack L. Goldsmith and Eric A. Posner, “A Theory of Customary International Law,” *University of Chicago Law Review* 66:1113 (Fall 1999) (25 pp).

Part VI: Research and Writing

Due to my attendance at the National Model UN conference, class will not meet on April 7 or 9. Instead, you are responsible for writing your *****SECOND LAW, IGO, OR NGO PAPER due Tuesday, April 14*****

You are also responsible for meeting with the other members of your group to plan your presentation.

The remainder of the readings will be posted once the presentation and guest speaker schedules have been finalized. Here is a brief overview of what we will cover:

Part VII: Security Issues

Part VIII: Human Rights

Part IX: Economic Issues

Part X: Environmental Issues

Part XI: Conclusion

****If you are taking PSC 400, your revised paper is due by noon on May 15.**

****FINAL EXAMINATION** -- Monday, May 11 from 1:10-3:10 pm in our regular classroom**

Part VII: Security Issues

A. Causes of and Alternatives to War: Territory, Peaceful Settlement of Disputes, Collective Security, and Peacekeeping (4/14-4/16; 141 pp.)

****LAW PAPER due Tuesday, April 14****

Bederman, Chapter 10, "State Territory and Common Areas," and Chapter 11, "Law of the Sea" (20 pp).

Bederman, Chapter 18, "Counter-Measures," Chapter 19, "Control of Armed Conflict," Chapter 20, "Laws of War," and Chapter 21, "Peaceful Settlement of Disputes" (44 pp).

K&M, pp. 277-354 (77 pp).

Presentations (4/16):

Mike Bloomquist, Middle East peace process

Jared Markland, Nuclear non-proliferation/Iran

Hope Bryant, US power maintenance

David Knobel, US power maintenance

Part VIII: Human Rights Issues

A. Human Rights Agreements and Advocates (4/21; 67+ pp)

Bederman, Chapter 9, "Human Rights" (17 pp).

K&M, Chapter 10, "Protecting Human Rights," (44 pp).

+*Universal Declaration of Human Rights*, <http://www.un.org/Overview/rights.html> (6 pp).

+Harry Kreisler, "Pierre Sané Interview," (about Amnesty International), Conversations with History (Institute of International Studies, UC Berkeley, October 12, 1998) available at <http://globetrotter.berkeley.edu/conversations/Sane/sane-con0.html>

+Harry Kreisler, "Sadako Ogata Interview," (UN High Commissioner for Refugees), Conversations with History (Institute of International Studies, UC Berkeley, March 17, 1999) available at <http://globetrotter.berkeley.edu/UN/Ogata2/ogata99-con0.html>

B. War Crimes (4/23; 38+ pp.)

*** *NGO PAPER due today* ***

Review Bederman, Chapter 20, "Laws of War," pp. 230-232.

Bederman, "Duties of Persons under International Law," pp. 73-77 (3 pp)

+International Committee of the Red Cross, "US detention related to the events of 11 September 2001 and its aftermath - the role of the ICRC," May 11, 2004, <http://www.icrc.org/web/eng/siteeng0.nsf/iwpList454/593709C3D0B1296DC1256F430044235D> (5 pp).

+*Final Report of the Independent Panel to Review DoD Detention Operations* (The Schlesinger Report), August 2004, <http://www.defenselink.mil/news/Aug2004/d20040824finalreport.pdf>, pp. 5-19 (14 pp).

+International Committee of the Red Cross, "ICRC reactions to the Schlesinger Panel Report," August 9, 2004, <http://www.icrc.org/web/eng/siteeng0.nsf/iwpList454/575E02112A2CA3DAC1256F09004B16F7> (4 pp).

+Henry Kissinger, "The Pitfalls of Universal Jurisdiction," *Foreign Affairs* (July/August 2001), available at <http://www.globalpolicy.org/intljustice/general/2001/07kiss.htm> (8 pp).

+Kenneth Roth, "The Case for Universal Jurisdiction," *Foreign Affairs* (September/October 2001), pp. 150 (4 pp), available at <http://www.foreignaffairs.org/20010901faresponse5577/kenneth-roth/the-case-for-universal-jurisdiction.html>

+Harry Kreisler, "Richard J. Goldstone Interview," (on the International Criminal Tribunal for Rwanda) Conversations with History (Institute of International Studies, UC Berkeley,

April 14, 1997) available at <http://globetrotter.berkeley.edu/people/Goldstone/gold-con0.html>

+Harry Kreisler, "Luc Walley Interview," (on Lawyers without Borders), Conversations with History (Institute of International Studies, UC Berkeley, April 16, 2003) available at <http://globetrotter.berkeley.edu/people3/Walley/walley-con0.html>

Presentations (4/23):

Nathan Bilyeu, Genocide intervention
Samantha Stephens, War crimes

Part IX: Economic Issues

A. International Trade and Finance (4/28; 121 pp.)

Bederman, Chapter 13, "International Economic Law" (7 pp).

K&M, Chapter 9, "Promoting Human Development and Economic Well-Being" (58 pp).

Presentations (4/28):

Michael Dunlevy, International financial crisis
Jacob Griffith, Intellectual property

B. Development Law and Organizations (4/30)

Review readings from yesterday.

+UN General Assembly *Declaration for the Establishment of a New International Economic Order*, (1 May 1974, A/RES/S-6/3201), <http://www.un-documents.net/s6r3201.htm>

+Browse the site for the UN Millennium Development Goals, <http://www.un.org/millenniumgoals/>

Presentations (4/30):

Joshua Colson, Afghan opium production
Michael Wolfinger, Education
Laura Morss, Sustainable development

Part IX: Environmental Issues (5/5; 56 pp.)

*** **REVISED AND SYNTHESIZED RESEARCH PAPER due today** ***

Bederman, Chapter 12, "International Environmental Law" (10 pp).

K&M, Chapter 11, "Protecting the Environment" (36 pp).

Presentations (5/5):

Joe Ramler, Climate change
Kimberly Sharpe, Climate change
Alexandra Fisher, Climate change
Brittany Harris, Biodiversity
Mac Bloom, Whaling

Part XI: Conclusions (5/7; 21+ pp.)

****If you are taking PSC 300 or 400, the revised version of your long paper is due today**

K&M, Chapter 12, "Dilemmas of Global Governance in the Twenty-First Century" (21 pp).

****FINAL EXAMINATION** -- due Monday, May 11 at 3:00 pm -- put under my door**

****If you are taking PSC 400, the second revision of your paper is due by noon on May 15 -- put under my door**

