

**POLS 480: International Law and Organizations****Instructor: Dr. Rebecca Steffenson****Office phone:** 753-7043 **Office location:** ZH 113 **email:** [rsteffenson@niu.edu](mailto:rsteffenson@niu.edu)**Office hours:** Mondays and Wednesdays 2:30-5:30 and by appointment.**M** 6:30-9:10, DuSable Hall 270**Please remember to check Blackboard for announcements!****COURSE OBJECTIVE**

In this course we will explore the role of international law as a framework for cooperation, and determine how states and non-state actors participate in global governance through international organizations. The expectation is that by course end you be able to develop well constructed arguments about global issues which are supported by both theories of international law and international relations and that these arguments will be demonstrated through the use of practical case studies. These case studies should shed light on the ways that international organizations have managed (or not) issues of global and regional security, human rights, criminal justice, resource management, health, trade and economic development, and voluntary and involuntary migration. Although this course focuses primarily on the institutions of the United Nations, we will compare the UN system where applicable to other international organizations such as NATO, and the European Union.

Questions we will seek to answer include:

- How does international relations theory help us understand why states engage in international cooperation through formal and informal organizations?
- Do the functions of international organizations shift under unilateral, bilateral, or multilateral world views?
- How do the lenses used by international lawyers and political scientists to analyze global governance differ?
- What contribution do states, non-state actors, and international organizations make to processes of global governance?
- What enforcement mechanisms exist for international law?
- What do recent events in international affairs tell us about the scope and limits of international organizations, international law, and state sovereignty?
- What predominant lines of thought are likely to affect the future reform of international organizations?

**READING MATERIAL:**

Required:

Weiss and Daws (2007) The Oxford Handbook on the United Nations, Oxford University Press.

Other REQUIRED and recommended reading will be posted on Blackboard under 'course documents'. Please check announcements for new reading assignments. ***ALL RECOMMENDED READING IS REQUIRED FOR GRADUATE STUDENTS***

In order to receive full points for all of the course requirements, you will need to have read all of the assigned reading. The additional recommended reading can only help you gain additional knowledge and analysis of the topics. They are recommended because they will likely improve the quality of your oral and written work.

## **COURSE REQUIREMENTS**

### **1. Take home final exam 40%**

The final exam will consist of 4 essay questions designed to incorporate all of the material covered in this course. Your answers should reference material covered in both class discussion and the assigned reading. Incorporating media stories and additional information from the discussion board on Blackboard will earn you extra points. In order to receive high marks you will need to

- 1) form well developed answers with conceptual arguments supported by factual information and current case studies.
- 2) summarize arguments made by specific scholars in support and in contrast to the answer you present. You will not need to do additional research for the final exam, but will need to reference scholars on the reading list as well as those discussed in class.

I will not be handing out a study guide at the end of the course. Therefore you will need to TAKE NOTES! You are also advised to pay attention to the announcements and additional materials on Blackboard.

I will give comments to students who draft outlines for the final exam prior to the last day of class.

I do not accept late final exams, and will only consider granting an incomplete grade in very extreme cases.

**I WILL GIVE A PRACTICE EXAM EARLY IN THE TERM SO THAT STUDENTS CAN GAUGE MY GRADING EXPECTATIONS. THE EXAM WILL CONSIST OF TWO ESSAYS TO BE WRITTEN IN CLASS. YOU WILL BE PERMITTED TO BRING AN OUTLINE TO CLASS. STUDENTS WHO RECEIVE A 'C' ON THE PRACTICE EXAM WILL GET 1% ADDED TO THEIR FINAL GRADE. STUDENTS WHO RECEIVE AN A 'B' WILL GET 2% ADDED TO THEIR FINAL GRADE. STUDENTS WHO RECEIVE AN 'A' WILL GET 3% ADDED TO THEIR FINAL GRADE!!!!!!**

### **2. Case Study Summaries/Presentations 20%**

Towards the latter half of the class students will be expected to contribute to class discussions by drafting up short (2-3 page) case study summaries (of specific peacekeeping operations, international legal cases etc) and presenting these cases to the

class. The number of presentations will be determined by class size. Case study summaries should give a short overview of the facts (what happened?) and include analysis related to course material (for example, what does this case tell us about state sovereignty or the use of force?).

### 3. Essay 25%

Essays should be 8-10 pages double spaced, including at least 5 academic citations (journal articles, books, or working papers are acceptable) and a bibliography.

You can also use required reading and media sources (but these do not count towards your required sources).

Essays should address the legitimacy and effectiveness of an international organization covered in this course. The main requirement is that you have a clearly defined question, are able to discuss how the theories covered in class and in the assigned reading relate to your question, and finally that you use clear examples to support your arguments.

Topics should be discussed with me (either in person or via email) no later than two weeks prior to the due date.

Late essays we will be penalized by 10% points (1 letter grade) per day.

**Graduate students' papers should be 7,000 words and include at least 10 sources. In addition graduate students will be required to make a presentation on their paper topic to the class.**

### 4. Class Participation 15%

Discussion will be a substantial portion of this course. Participation grades will be split into three categories.

- 'Responsive and substantive' in class discussion 6%. In order for participation to be substantive it must be consistent, relevant, informed by lecture or reading material and delivered respectfully. Debate is encouraged and expected, and everyone's opinion is important.
- 'Discussion starter' presentations 6%. Each week I will randomly choose students to lead discussion. If you are chosen, you will be asked to present a question or share your reaction to that week's reading material. If you are absent or not prepared to start the discussion you will lose participation points. Students who have a valid reason for being absent will not lose participation points. You must, however, inform me before the class.
- 'Online participation' through Blackboard 3%. Have you seen an interesting article that relates to course discussion? Have a comment or question? Post it in on the Discussion Board in Blackboard. Online participation will be divided into four categories: regular, occasional, rare, never.

5. **Graduate Students** are expected to complete 1-2 page short outlines of one of the recommended readings each week. Students should coordinate amongst themselves so that readings are not duplicated. These outlines should highlight the main arguments of the author/s and include your response to these arguments. Although these will not be graded, they are a course requirement and need to be completed. These papers should be submitted electronically before class, and they will be placed on Blackboard for undergraduate students to review.

### **ATTENDANCE POLICY**

Attendance is not mandatory, but students will lose 'response' participation points for absences. Additionally, students who are chosen to be discussion starters in their absence will lose additional participation points. The material presented in class will be highly relevant to your midterm and final exams. Therefore, it is in your best interest to attend class.

### **CLASSROOM DECORUM**

Please set your cell phones to vibrate, resist the urge to text message and refrain from having private conversations during class or I will answer your phone and single you out.

### **ACADEMIC INTEGRITY**

Cheating- which includes plagiarism- will not be tolerated in class. The NIU Undergraduate Catalog states that 'Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written whole or in part by someone else. Students are guilty of plagiarism, intentional or not, if they copy materials from books, magazines or other sources without identifying or acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.' Students who plagiarize will be reported to the Department of Political Science and be subject to further action by university judicial proceedings.

### **DEPARTMENT OF POLITICAL SCIENCE WEBSITE**

Students are strongly encouraged to consult the Department of Political Science web site on a regular basis. This up-to-date, central source of information will assist students in contacting faculty and staff, reviewing course requirements and syllabi, exploring graduate study, researching career options, tracking department events, and accessing important details related to undergraduate programs and activities. To reach the site, go to <http://polisci.niu.edu>

### **UNDERGRADUATE WRITING AWARDS**

The Department of Political Science will recognize, on an annual basis, outstanding undergraduate papers written in conjunction with 300-400 level political science courses or directed studies. Authors do not have to be political science majors or have a particular class standing.

### **STUDENTS WITH DISABILITIES**

Under Section 504 of the Rehabilitation Act of 1973, NIU is committed to making reasonable accommodations for persons with documented disabilities. Those students with disabilities that may have some impact on their coursework and for which they may require accommodations should notify the Center for Access-Ability Resources (CAAR). CAAR will assist students in

making appropriate accommodations with course instructors. It is important that CAAR and instructors be informed of any disability-related needs during the first two weeks of the semester

### **ADDITIONAL STUDENT RESOURCES**

Written work will determine a significant portion of your grade. Students are encouraged to take advantage of the University Writing Center <http://uwc.niu.edu>

### **TENTATIVE SCHEDULE**

(Please note: I will not rush through topics. If more time is needed on any particular topic, the schedule will be amended accordingly. Students should check Blackboard regularly for announcements).

#### **Week 1 (9.27)**

**Topic:** *An introduction to international law and organizations*

No assigned reading.

#### **Week 2 (9.3)**

**Topic:** *History of the UN: Balance of Power in the International Order*

#### **Required Reading:**

- *Weiss and Daws, Chapter 1*
- *Selection of essays by Robert Kagan*
- *Ruggie, United States, United Nations and Transatlantic Gap*

#### **Recommended Reading:**

- *Koskeniemi, International Law and Hegemony*
- *Farer, Toward an Effective International Legal Order*
- *Keohane and Katzenstein, The Political Consequences of Anti-Americanism*

#### **Week 3 (9.10)**

**Topic:** *International organizations in theory*

#### **Required Reading:**

- *Weiss and Daws, Chapter 2-4*
- *Goldstein et al, Introduction: Legalization And World Politics*
- *Slaughter, IL and IR Theory*

#### **Recommended Reading:**

- *Kahler, The Causes and Consequences of Legalization*
- *Abbott and Snidal, Hard and Soft Law in International Governance*
- *Wendt, The Agent Structure Problem in International Relations Theory*
- *Abbott and Snidal, Why States Act through Formal International Organizations*

#### **Week 4 (9.17)**

**Topic: *The Principal Organs of the UN***

#### **Required Reading:**

- *Weiss and Daws, 5-10*

#### **Recommended Reading:**

- *O'Neill, Power and Satisfaction in the United Nations Security Council*
- *E Voeten, Clashes in the Assembly*
- *Kille and Scully, Executive Heads and the Role of Intergovernmental Organizations: Expansionist Leadership in the United Nations and the European Union*

#### **Week 5 (9.24)**

**Topic: *Civil Society and Global Governance***

#### **Required Reading:**

- *Weiss and Daws, 13-16*
- *Slaughter, New World Order*

#### **Recommended Reading:**

- *Haas, Introduction: epistemic communities and international policy coordination.*
- *Felice, The Viability of the United Nations Approach to Economic and Social Human Rights in a Globalized Economy.*
- *Teegen et al, The Importance of Nongovernmental Organizations (NGOs) in Global Governance and Value Creation: An International Business Research Agenda*

#### **Week 6 (10.1)**

**Topic: *Regional Organizations***

#### **Required Reading:**

- *Weiss and Daws, 12*
- *Waterman et al, NATO and Democracy*
- *Mauil, The Future of NATO*

#### **Recommended Reading:**

- *Alter, The European Union's Legal System and Domestic Policy: Spillover or Backlash?*
- *Kahler, Legalization as Strategy: The Asia-Pacific*

#### **Week 7 (10.8)**

**PRACTICE EXAM!!!!**

#### **Week 8 (10.15)**

**Topic: *The UN Security Council: Sovereignty and The Use of Force***

**Required Reading:**

- Weiss and Daws, 17, 24

**Recommended Reading:**

- Yamashita, *Fighting Terrorism and Fighting Humanitarian Emergencies: Two Approaches to 'Elastic' Sovereignty and International Order*
- Voeten, *The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force*
- Lebovic, *Uniting for Peace? Democracies and United Nations Peace Operations after the Cold War*

**Week 9 (10.22)**

**Topic: *Nuclear Proliferation and Disarmament:***

**No Required Reading: Case Study Presentation Day!**

**Week 10 (10.29)**

**Topic: *Peacekeeping and Peace enforcement***

**No Required Reading: Case Study Presentation Day!!!**

**Week 11 (11.5)**

**Topic: *Human Rights: Development versus Justice***

**Required Reading:**

- Weiss and Daws, 25-31

**Recommended Reading:**

- Roth, *The Case For Universal Jurisdiction*
- Keohane, et al *Legalized Dispute Resolution: Interstate and Transnational*
- Ignatieff: *American Exceptionalism and Human Rights*

**Week 12 (11.12) ESSAYS DUE !!!!!!!!!!!**

**Topic: *The International Court of Justice and the ICC***

**No Required Reading: Case Study Presentation Day**

**Week 13 (11.19)**

**Topic: *Development and the Environment***

**Required Reading:**

- Weiss and Daws, 32-37

:

**Recommended Reading: ,**

- *Carpenter, Businesses, Green Groups and the Media: The Role of Non-Governmental Organizations in the Climate Change Debate*
- *U.S. Rejection of Kyoto Protocol Process*

## **11.26 THANKSGIVING BREAK- NO CLASS**

### **Week 14 (12.3)**

**Topic:** *UN Reform*

#### **Required Reading:**

- *Weiss and Daws 38-40*

#### **Recommended Reading:**

- *Verhoeven, The UN High-level Panel Report and the Proposed Institutional Reform of the UN: Would the UN be ready to face the New Challenges?*
- *Keohane, The Contingent Legitimacy of Multilateralism*

### **Week 15 (12.10)**

**FINALS DUE BY 6:30 P.M !!!!!!!**