

Political Science 433
Spring 2006
T/Th 4-5:30
GBB L04

Professor Karen Ruth Adams
karen.adams@umontana.edu
Office Phone: 243-2105
Office: LA 353
Office Hours: MW 5:30-6:30, Th 4:30-5:30, & 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.

The course has four parts. Part I provides an overview of the history and challenges of global governance. In Part II, 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 within that system. In Part III, we will discuss the sources and subjects of international law, as well as the relationship between international and domestic law. In Parts IV-VI, we will explore legal and organizational challenges and opportunities in three issue areas: security, economy, and the environment. In this part of the course, we will have a series of presentations by professionals working in these fields. Finally, in Part VII, we will consider the future of international order and governance.

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).

Communications

Throughout the course, I will communicate with you by email and by posting announcements and materials on the Blackboard website for this course. To ensure that you receive my emails, you should either check your UM email account on a regular basis or have email from there forwarded to an account that you do check regularly. You may do the latter in Cyberbear. For instructions on accessing and using Blackboard, please consult the Blackboard handout.

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 (+).

Reserve readings available in hard copy at the library and electronically through the library website. These readings are denoted by an asterisk (*).

Keeping Up With Current Events

You are required to keep up with current events related to US foreign policy by reading the *New York Times* (<http://www.nyt.com>), Wordpress.org (<http://www.worldpress.org/>), and the UN News Centre (<http://www0.un.org/apps/>), on a daily (Monday - Friday) 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*.
- 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 with Fareed Zakaria,” which are 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 also be helpful.

Whenever possible I encourage you to consult these and other sources. Please note, however, that they will not substitute for daily reading of the sources mentioned above, which offer the most extensive international coverage and upon which current event quizzes and exam questions will be based.

Grading

You are expected to attend class regularly and complete all of the assigned reading, including the previous day’s *New York Times*, Wordpress.org, and UN News Centre 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 rest of your grade will be based on two short papers (the first worth 10% and the second worth 15%), one long paper (30%), one presentation (5%), and a final examination (30%).

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 p. 21 of the Course Catalog.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.

All students need to 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>.

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 any and all petitions for make-up work, and to administer makeup assignments substantially different from the regular ones.

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 10 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 10, 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 at least two weeks before an assignment on which they wish to be accommodated.

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, Loretta Edwards, and submit it for my signature by February 8.
3. You must submit the first draft of your long paper by 4/10 so you will have time to revise it for PSC 400 credit.
4. When submitting your revised long paper (due 5/3), you must also submit your graded paper proposal and grade first draft.
5. Your grade for PSC 400 will be the grade you receive on the final version of the long 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. This means your short papers must be 8-10 pages long and refer to at least eight (8) non-course sources, of which four (4) must be scholarly articles or books. Your long paper must be 18-20 pages in length and refer to at least sixteen (16) non-course sources, of which eight (8) must be scholarly articles or books.
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.

Papers

A detailed paper assignment will be distributed in class. To summarize, each student will write one paper on an international law, one paper on an intergovernmental organization (IGO), and one paper on a non-governmental organization (NGO). In early February, students will inform the professor of the topics, questions, and sources of each paper and indicate which topics will be addressed in the two short papers and which will be addressed in the long paper. In March, each student will submit a more detailed proposal for the long paper. The graded version of this paper must be turned in with the final version of the long paper. Due dates are as follows:

- 2/8 Paper Topic and Question Form (one quiz grade). This will let me know which topics and questions you will address in each of your three papers and which papers will be short and which will be long. Except in exceptional circumstances, you will not be able to change your paper topics once you have submitted this form. In consultation with me, however, you may change your mind about the analytic questions you will answer and/or which papers will be short or long. To do so, bring a new Paper Topic and Question Form to my office hours. I strongly suggest you make any such changes by 3/1. I will not approve changes after 4/5.
- 3/8 Long Paper Proposal (two quiz grades). Follow the instructions in the Long Paper Proposal handout. Graded proposals must be saved and submitted with the final version of the long paper. Note: although paper proposals are not required for the two short papers, I suggest you draft proposals for yourself and discuss them with me or your fellow students.
- 3/20 Short Paper #1 (3-5 pages; 15% of course grade). I suggest you write on either your IGO or NGO because this paper is due in the midst of a section on international law that will help with your paper on law.
- 4/10 Short Paper #2 (3-5 pages; 20% of course grade) UNLESS you are taking PSC 400, in which case your long paper is due today (30% of course grade). Please submit your graded paper proposal with your long paper. .
- 4/26 Long Paper (8-10 pages; 25% of course grade) UNLESS you are taking PSC 400, in which case you will have already submitted your long paper and thus need to submit Short Paper #2 (20% of grade). Remember to turn in your graded paper proposal with your long paper.
- 5/3 If you are taking PSC 400, the revised version of your long paper is due today. Submit your graded paper proposal and graded first draft with your paper.

Presentations

Each student must present the findings one of his/her papers in conjunction with lectures and discussions on related topics. For example, if you are writing a research paper on the law of war, you may present some of your findings when we discuss that topic.

To ensure that presentations complement lecture and discussion topics, you might need to make your presentation before your paper is due. This will allow you to receive feedback on your paper from me and your fellow students. You should consider this feedback in writing the final version of your paper.

Presentation topics will be decided based on course topics and student preferences. The presentation schedule and paper due dates will be posted as soon as possible after February 8, when students have committed to their paper topics.

Some presentations will involve collaboration with students working on similar topics. When this is the case, students should consult with one another to determine the order and organization of the presentations and to divide the work of introductions, handouts, leading the discussion, etc. Group members do not have to present in the order listed on the syllabus. Neither must they present one paper after another. Instead, group members can organize the presentation analytically, with one student talking about (for example) the history and sources of international cooperation in the issue area, another student discussing specific laws and organizations, and another talking about how effective the cooperation has been.

In writing your presentation, be sure to include an introduction that summarizes your analytic questions and answers, and practice your talk so you can be sure it will fit within the time allotted.

On the day of your presentation, arrive in class in time to set up the computer and screen before class begins. At the end of your presentation, you should raise some questions for discussion. You should also moderate the Q&A session by calling on students who have questions and comments.

Your presentation grade, worth five percent (5%) of your grade in the course, will be the average of the following five grades: one grade from yourself, one grade from your group, one grade from the class, and two grades from me, one for analytic substance and one for presentation style and timing.

Final Exam

The final exam will be given on Monday, May 8 from 5:30-7:30 pm. The 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.

Critical Reading Questions

In the papers and on the final, 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 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 lecture?

Paper and Essay Grading

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and refers well to 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 refers to just a few 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 refers to just one or two readings.
- 60-69 Completely 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. Those marked (*) are available on reserve. 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.

To access electronic copies of reserve readings (*), go to the U of M library homepage (<http://www.lib.umt.edu/>), click on "Reserve Material," select course "U:PSC:433:International Law," and select the item you would like to read. You will be asked to submit a password, which is Adams. The reserve readings are also available as hard copies which can be checked out for 2 hours at the Informational Center/Check-Out Desk at Mansfield Library.

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 (1/23)

Discussion of syllabus, course requirements, and requirements for adding the course.

1. Either start reading your UM email regularly or go into Cyberbear and have your email forwarded to another address.
2. Access Blackboard and look around. Introduce yourself on the discussion board.
3. Start reading the *New York Times*, Worldpress.org, and the UN News Centre.
4. Read the paper and paper proposal guidelines, and start thinking about the IGO, the NGO, and the international law you will discuss in your papers. Skim the textbooks 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>

B. A Short History of Global Governance (1/25; 66 pp.)

Due to my attendance at the American Association of Colleges & Universities conference in Washington, DC, I will not be in class today. Class will nevertheless meet to watch the PBS documentary, "Lost Peace," about the League of Nations. To prepare for the film, read the following selections. At the end of class, you will be asked to write a paragraph or two in which you react to the reading and film.

K&M, Chapter 3, "Foundations of the Pieces of Global Governance," pp. 63-96 (33 pp).

- Bederman, Chapter 1, "Nature and History of International Law," pp. 1-11 (11 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://www.yale.edu/lawweb/avalon/leagcov.htm> (13 pp).

C. The Challenges of Global Governance (1/30; 78 pp.)

NEWS ANALYSIS DUE at the beginning of class. Today we will discuss global governance as a two-level problem. First, there is the problem of holding weak or dead states together, fixing unsavory states, and reigning in "rogue" states so they do not create insecurity in the international system. But at the same time, there is the problem of keeping the states that are most capable of doing this from running the show. Consider these problems as you read the following chapters, as well as articles in the *New York Times*, Worldpress.org, and UN News Centre about one of the following: the situation in Iraq, the situation in Afghanistan, or the situation in Darfur. Come to class with a 2-3 paragraph essay in which you reflect on the problem of governance in the situation you have chosen, and compare and contrast coverage of this situation in at least two of the required news sources.

K&M, Chapter 1, "The Challenges of Global Governance," pp. 3-34 (31 pp).

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

D. Paper Proposal Guidelines (2/1; 25+ pp.)

Today we will discuss the paper assignments and paper proposal guidelines. On 2/8, you must submit a list of the topics and questions you will address in each of your three papers. You must also indicate which topics will be addressed in the two short papers and which will be addressed in the long paper.

K&M, Chapter 2, "The Theoretical Foundations of Global Governance," pp. 35-60 (25 pp).

Skim the tables of contents of K&M and Bederman for potential paper topics. Remember, you must write one paper on an international law, one paper on an intergovernmental organization, and one paper on a non-governmental organization.

Review the connection between theory, hypotheses, and testing, and begin to think about the hypotheses you could test in your papers. For examples of hypotheses, see the entries in Sections H and I (3/8 and 3/13), below.

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

A. Realist Visions: Anarchy, Unipolarity, Self-Help, and Relative Gains (2/6-2/8; 82 pp.)

****PAPER TOPICS DUE** at the beginning of class on 2/8. Within the next two weeks, I will finalize the syllabus to include topics and readings relevant to your research interests, and I will schedule the paper presentations.

Review 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 (2/13; 28 pp)

- ****CRITICAL READING EXERCISE DUE** at the beginning of class: answer the critical reading questions on p. 6 of the syllabus for one of the following readings.
Review 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).
- Bederman, Chapter 2, "General Principles and Customary International Law," pp. 12-24 (12 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, Inter-dependence, Non-State Actors, and Global Governance -- or at least Enlightened Hegemony (2/15; 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 (2/22; 17 pp)

- Review 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 (2/27; 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 (3/1; 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 (3/6; 28 pp.)

Review K&M, "Theories of Organizations," pp. 56-59.

+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).

H. Hypotheses about IGOs and NGOs (3/8; 61 pp.)

****PROPOSAL FOR LONG PAPER DUE at the beginning of class**

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).

Come to class ready to discuss hypotheses derived from each of the theoretical families (realism, liberalism, critical theory, and organization theory) about *when IGOs are most likely to emerge, collapse, and/or be effective, and when NGOs are most and least likely to be effective, and explain why they would advance these hypotheses.*

For example, a structural realist hypothesis would be that IGOs are most likely to be emerge and be effective when powerful states see them as ways to achieve relative gains, and they are most likely to collapse when such stop supporting them because they no longer provide them with relative gains. Structural realists would explain this with reference to international anarchy, which means there is no one to make strong states look out for other states or for non-state actors.

By contrast, an organizational theory hypothesis would be that, irrespective of why IGOs emerge, they are more likely to limp along forever than to completely collapse because (like other organizations) they become adept at defending their turf.

A political liberal hypothesis about NGOs would be that NGOs are most effective when they work in democracies and least effective in autocratic states because, unlike autocracies, democracies are inherently peaceful and seek the good life for their citizens.

Based on what you know so far about the IGO and NGO you are writing about, which of these hypotheses seems most accurate, and why?

For example, is there any evidence that the most powerful states in your IGO were the ones pushing for the organization and/or the ones that have the most influence over or receive the most benefits from the organization, or is there evidence that your IGO has developed the ability to thwart its members' efforts to regulate or terminate it?

Is there any evidence that NGOs get thrown out of non-democracies more often than from democracies?

I. Hypotheses about International Law (3/13; 55 pp.)

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

+*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).

Come to class ready to discuss hypotheses derived from each of the theoretical families (realism, liberalism, critical theory, and organization theory) about *when international laws are most and least likely to be enforced*, and explain why they would advance these hypotheses.

For example, a Marxist hypothesis would be that, in the capitalist international system, international laws are most likely to be enforced when they protect the economic rights of corporations; conversely, they are least likely to be enforced when they reduce corporate profitability. Marxists would explain this with reference to the nature of capitalist states, which are beholden to corporations and act as their "handmaidens."

Then, based on what you know so far about the international law, court, or case you are writing about, explain which of these hypotheses seems most accurate, and why.

For example, is there any evidence that corporations get punished for violating international laws or that individuals, groups, or states get away with violating laws intended to protect corporate rights?

Part III: International Law

A. Sources of International Law (3/15; 49 pp.)

Bederman, review Chapters 1 and 2

Bederman, Chapter 3, "Treaties," and Chapter 4, "Other Sources and Evidences (24 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).

B. Subjects of International Law (3/20; 42 pp.)

****SHORT PAPER #1 DUE TODAY** (I suggest you write on either your IGO or NGO)

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

C. International and Domestic Law; Being an International Lawyer (3/22; 56 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).

Guest Speaker (tentative)

Professor Linda Frey, UM History Department, on "Diplomatic Immunity."

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

Part IV: Security Issues

Part V: Economic Issues

Part VI: Environmental Issues

Part VII: Conclusion

****FINAL EXAMINATION** -- Monday, May 8 from 5:30-7:30 pm in GBB L04.**