

Political Science 3201/200 – International Law

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Calls to action:

- Read the Truth and Reconciliation Commission findings and the Commission's calls to action, then find a way you can support the fulfillment of [those calls to action](#)
- Read the national inquiry into [missing and murdered indigenous women and girls and the 231 calls for justice](#)
- Take time to learn more about the history and continuing experiences of indigenous peoples
- Remove colonial monuments
- Call on institutions to decolonize: indigenous scholarship and knowledge systems continued to be marginalized and erased
- Encourage contribution to indigenous led organisations, in particular, the Indian Residential School Survival Society <https://irsss.ca>

Course Title	International Law
Location	See your timetable
Instructor	Dan Bousfield
Office Hours via zoom	Monday 3:30-5:30 via Zoom in the left hand nav bar in OWL
Lectures	Pre-recorded in OWL under 'course content' and in person Tuesday 9:30-11:20 AM
Email:	dbousfie@uwo.ca
Text only phone	289-620-6665
Facebook group	Optional https://www.facebook.com/groups/pols3201/
Zoom	In the left nav bar in OWL under 'office hours'
Course Weeks	TUESDAY The course week will be Tuesday at 12:01am to 11:55PM EST on Mondays. All weekly content will be due Monday at 11:55 PM EST.

Prerequisite(s):

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-Requisites: POLS 3345, POLS 3369

Introduction:

This course will help you critically assess the political perspectives on contemporary issues in international law. This course will help you explore the theoretical perspectives on international law, as well as key issues, debates and topics. We will address a range of issues in International law including dispute settlement, terrorism, and international impunity, the law of the sea, environmental protection and human rights. Drawing on insights of international relations, this course will explore both theories and issues of international law in the contemporary world.

Learning Objectives:

Through this course all students will have the opportunity to:

- Identify the implicit assumptions and ideas of key international legal mechanisms
- Evaluate a specific international court ruling and explain its relevance
- Acquire a historical context of existing international legal decisions
- Identify a specific international legal dilemma and apply a critical framework to assess likely policy outcomes

Course Materials

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries.

Methods of Evaluation

Weekly Participation 20%	
Term Assignment – 15% 1. Debate - Weeks 2-10 2. Essay proposal due the end of Week 7 3. CEL if offered Mandatory Signup by the end of Week 3	Essay 40% - Due the end of Week 9
Exam 25% - During Exam Period	

For all written exercises in this course:

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of a paragraph should be in your own voice (no direct references). A basic paragraph structure should follow this template:

- Topic sentence one or two lines
- Major point with evidence one or two lines
- Major point with evidence one or two lines

Major point with evidence one or two lines

Summarizing sentence of overall significance to the overarching thesis of the paper

Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

Weekly Participation – 20%

Participation is based on a level system (70/80/90) and overall analysis of the submitted work at the end of the course. Each week (**Tuesday 12:01am-Monday at 11:59pm**) students will submit their responses for participation. A total of 10 weeks will be required, with students to choose the 10 weeks to answer (easiest may be to omit weeks 1 and 12). Each submission results in a simple tier grade (1 submission=minimum 70%; 2 submissions=minimum 80%, 3 submission=minimum 90%). They must be submitted each week, but will not be graded individually, just checked for appropriate content and length. At the end of the course, students will submit a single summary of their total submissions for each week and justify with evidence any grade higher than the base grade (i.e., I submitted 2 participation assignments each week, and three weeks I completed 3 assignments including attending a relevant event, therefore this evidence supports a grade of 84%). Students have different ways to participate each week. Weekly attendance in class can be recorded to count for your 'grade above threshold' but cannot be used for weekly participation marks (other things that can be considered for grade above threshold include: attendance at an academic talk, event or conference on campus; participation in group work assignments in the classroom; reflection on events or issues that directly relate to class discussion or class material).

Students have different ways to participate each week.

1. Completion of the OWL Quiz in 'Tests & Quizzes' for each week of the course. The quizzes are pass/fail, they are either attempted or they are not. The specific grade will not be recorded, the attempt of the quiz each week is what is counted.
2. Written 250-word response that engages with one or all of the ideas and concepts from the week. It can engage with concepts from the lecture, ideas in the readings or a combination of all. It is NOT a summary; it is a reflective analysis of the ideas and how they link to current international legal issues. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions). All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.
3. A very short video response to a lecture theme, video topic or reading (tiktok style). They should summarize a key academic issue relating to our course, be presentable to a wide audience and engage with content and ideas from the course. They do not need to be posted publicly, they can be uploaded into OWL each week (or a link provided). They must provide 1 academic, peer-reviewed source as its foundation.
4. A relevant post in the forums or in the VoiceThread (in the left hand nav bar in OWL) as a response to the given prompts that must provide 1 academic, peer-reviewed source as its foundation (and should be from our readings). This post should have clear relevance to international relations and must intersect with concepts and ideas discussed in class. Formal writing is required, decorum is necessary, and posts can be removed at the discretion of the instructor. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.
5. A short summary of your explicit participation (i.e. asking an overt and relevant question about the academic content of the course) in the discussions in class that week.

Each week students will post their summary/assignments in the OWL assignment tab to receive a participation grade. PLEASE AVOID ATTACHMENTS AS MUCH AS POSSIBLE (SUBMIT INLINE) AS IT SLOWS DOWN MARKING. See examples below:

Assignment Submission

Below is the submission from a student. You can insert co

For participation this week, I did the following:

1. Attended class on Thursday
2. Completed the multiple-choice quiz on OWL.
3. Created a tiktok.

Submitted Attachments

[Smart Border Declaration Tiktok.MOV](#) (12 MB; C

Assignment Submission

Below is the submission from a student. You can insert cor

1. Attended class
2. Completed the MC quiz on OWL
3. Posted an article in the facebook group

Submitted Attachments

No attachments submitted

Grade: 3.00 (max 3.00)

Term Assignment (15% due dates depend on assignment)

Option 1 - Debate: 15% of final grade.

Students must sign up for a presentation by the end of Week 3 on the link in OWL or they forfeit their grade.

In teams of two ONLY, students should pick a specific case related to their area of interest from the legal briefs provided on week one. The debate should outline the key issues and points of contention and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES.

The presentation should highlight:

1. Key parties involved
2. Relevant context (or legal mechanisms) related to the issue
3. Arguments put forward on each side
4. Cases in support of each side
5. Resolution of the case and the implications

Students will need to upload their presentation in an accessible and clear format (such as a tiktok or YouTube) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark students must post a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses in OWL under 'Assignments' under 'Term assignment – Option 1 – Debate'. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Option 2 – Essay Proposal 15% of final grade

Students must sign up for the essay proposal by the end of Week 3 on the link in OWL or they forfeit their grade.

Students will produce a 1000-1250 word description, excluding references (250 words per page) of the area of interest for the study, due by the end of **Week 7**. The assignment should highlight the area of interest of your research; the different perspectives that could be used to research the topic (methods, approaches, issues, events or people); one form of analysis that you think will be most fruitful; as well as a list of potential sources that are directly relevant to your area of interest (potential issues, gaps or problems with this list can be addressed in the assignment). The assignment must be in proper formal essay format (no bullet points, short form or colloquial language), should use subheadings to identify key issues, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used and use of web material is subject to instructor's prior approval. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades. A basic structure for the assignment would be:

- 1) Title, topic and thesis question or area of interest for potential research.
- 2) Possible approaches to study the issue (horizontal vs vertical power, rule of law, state sovereignty, non-state actors, etc). And why the one method seems most appropriate *to explain the efficacy of international law on that issue*.
- 3) A summary of key points or issues likely to structure your research. These should outline key ideas, concepts, people or places, but express clear analytical thinking. Simple lists or unfocused summaries are not likely to receive high marks.
- 4) A discussion of potential problems or pitfalls in this issue and/or weaknesses in the list of resources you have compiled. This is not an annotated bibliography; rather it is an assessment and overview of common themes, author biases, missing data, weak analyses, etc.
- 5) An overarching statement of the usefulness or goals of the research and why the topic chosen is relevant to a contemporary analysis of international law. This could form the basis for the introduction or conclusion of your later research but should provide a general overview.
- 6) The list of resources you are likely to draw upon in the paper as well as any that you have cited in the preparatory work (in other words, your bibliography). THIS IS NOT AN ANNOTATED BIBLIOGRAPHY. It is a reflection on the strengths and weaknesses of the totality of your bibliography. This may include non-academic sources, but there must be a minimum of 4 academic, peer-reviewed sources (and they should cover at least three different themes in your work). You must include a discussion of the importance of the relevant course texts, or your assignment will be considered incomplete. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.
- 7) A title page with your name, a title for your research paper, the date of submission and the course number on it.

Option 3: Community Engaged Learning 15 % of final grade

A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in International legal issues. Students must submit an application in-class for the opportunity to participate and will be graded on their completion of the online-check in with the student success center, their successful completion of their placement and a short (750 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great, but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really

just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages). All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Essay: 40% of final grade, due the end of Week 9 in OWL under 'assignments'.

Length: 2500-3000 words, typed and double spaced. Lines should be numbered, and the type of font should be no smaller than 12 characters per inch (e.g. Arial 12). Drafts may be reviewed by the instructor up to the end of Week 7. After that date, no drafts will be reviewed.

Topics: Students choose their own essay topics, but such choices must be approved by the instructor and MUST be on the approved topics list explicitly. If you are thinking of pursuing further legal studies, try to choose a topic that is unique that will differentiate yourself from others. The essay topics should deal with some aspect of an international legal body, a specific incident (either historical or ongoing) and a clear perspective in the essay on why the topic matters given class discussion. The essay must have, as part of its introductory paragraph, a statement of its thesis (central argument) and a clear overview of the issues to be discussed in the paper. Moreover, the paper MUST reference at least one of the specific legal case/ decision/ juridical outcome (i.e. a key ICJ or International legal case) such as those discussed in the student presentations. Failure to do so may result in only partial marks provided. The paper must primarily use academic sources and should intersect with course readings and issues as much as possible. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below).

Final Exam: 25% of final course grade. To be held during the scheduled exam period.

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. A choice of answers and an exam preparation guide may be given. The examination requires a breadth of use of the course readings, examination answers that reference one or two readings fail to demonstrate breadth and cannot achieve full marks regardless of any other criteria. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Zoom Etiquette

1. Please pay attention to video, microphone and screen sharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.

3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Meeting the Requirements of the Assignment:

All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment. All work must have sufficient academic content and sources related to our course or else it cannot receive full marks. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

"All required papers **may** be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about international law relations, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation will be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for the evaluation of written assignments

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of a paragraph should be in your own voice (no direct references). A basic paragraph structure should follow this template:

Topic sentence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Summarizing sentence of overall significance to the overarching thesis of the paper

Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

Formatting

All work should be double spaced using 12-point font (even on policy briefs). Page numbers should always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume

that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.

- Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).
- Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
- Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
- Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
- If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D'Amelio 2018: 212; Swift 2020: 445)

Bibliography

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.

Sample bibliography

Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.

Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.

Grieder, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>. Accessed August 1, 2020.

Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Marking Shorthand/Criteria

Δ - Lack of triangulation - you are using the same source too many times in a row (summary/academically questionable) - you need to insert an additional source to provide triangulated, peer-reviewed foundation for the claims being made

Why? - The concept or idea is not sufficiently explained or justified in the text

Not IR/IL/PS - There is insufficient link to the material of our course - we need to make sure that we are using relevant texts that make arguments in the context of our course, whether it be international relations, international law or political science. Using sources from different disciplines start from different underlying assumptions about politics, society and political participation which may not be relevant to our understandings.

Topic Sentence - Topic sentences need to identify what will be discussed in the specific paragraph, as well as making a link to the thesis. It should be a summary of what is to come in the paragraph, not include quotations, assumptions from previous paragraphs, or joining words that don't clearly restate the focus of the paragraph to come.

Arg Struc - Argument Structure - Indicates a lack of clear and logical progression in the argument. The student may have failed to present a coherent argument or to support it with relevant evidence.

Citation Form - Citation Formatting - Marks an inconsistency or error in citation style

Personal - Bias or Point of View - Points to an overt bias or unsupported personal opinion that detracts from the academic rigor of the work.

Relevance? - Relevance to Thesis - Highlights a section or point that does not directly contribute to the thesis or main argument of the paper.

Term Confusion - Term Definition - Marks a term or concept that is used without proper definition or context, assuming that the reader is familiar with it.

Passive - Passive Voice - Highlights an overuse of passive voice, which can lead to unclear or indirect statements.

Transition - Transition Issue - Marks a lack of smooth transition between paragraphs or ideas, leading to a disjointed reading experience.

Source Qual - Source Quality - Points to the use of a source that may not be credible or appropriate for academic work in the field of international relations.

Clear - Language Clarity - Marks sentences or phrases that are unclear or overly complex, hindering comprehension.

Bias? - Ethnocentric Perspective - Highlights a perspective that unduly prioritizes one cultural or national viewpoint over others, without proper justification or analysis.

Context - Historical Context - Indicates a lack of historical context where it would enhance the understanding of the subject matter.

Theory - Theoretical Framing - Points to a lack of clear theoretical framework or misuse of theories relevant to international relations, international law, or political science.

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Policy on Children in the classroom¹

“It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

¹ Policy taken from Dr Cheyney with permission.

<https://web.archive.org/web/20210413194856/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Academic Sources

A key aspect of the university experience is developing your ability to assess the validity of sources. Academic sources such as those found on Google Scholar should be your primary source of arguments, ideas and claims made in the course. While it may be appropriate to provide anecdotal, non-academic, news, theories from outside the academy as data points, all arguments must be situated in triangulated academic research. By triangulation (you may see a Δ on your assignments) this is the idea that academic peer review provides a foundation for the veracity of the claims being made. If you rely too heavily on one source (i.e. that more than 3 footnotes in a row are from the same source) you may be veering towards summary or plagiarism of that source as it lacks proper verification from other academics who agree with those assessments. Moreover, most sources have implicit or explicit frameworks, understandings, biases which you may not be able to assess without triangulation. While there is no explicit number of sources required on assignments, you will be unable to achieve full marks if you do not have academic arguments with academic sources. This is a standard expectation of all assignments in this class.

Discussion Guidelines²

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom

The use of generative AI tools (e.g. ChatGPT, Dall-e, other LLMs, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into an online assignment.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools

² From U-M Faculty Member Alisse Portnoy, English.

must be properly documented and cited in order to stay within university policies on [scholastic offenses](#). For example, any use of LLMs must be documented as outlined here: [APA guidance](#), other [citation formats](#). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

3201 SEMINAR TOPICS AND READINGS

Note: The schedule below is subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

Week 1	Optional: Borrows, John. Canada's indigenous constitution. University of Toronto
--------	--

No required readings	Press, 2010, Chapter 1.
Week 2 Introduction to International Law	Peter Malanczuk, Akehurst's Modern International to International Law, Chapter 3. Louis Henkin, How Nations Behave, 1979, p.39-87. For reference/background (not required reading): Koh, Harold Hongju. "Why Do Nations Obey International Law?" (1997).
Week 3 Term Assignment Sign up due by the end of this week The Role of Theory in the Law	Ian Scobbie, "Wicked Heresies or Legitimate Perspectives? Theory and International Law" in Evans, International Law. Course file: "Impact of Westphalia "and "International Economic Law" Not required: Mills, Alex. "The private history of international law." International & Comparative Law Quarterly 55.1 (2006): 1-50. Cutler, A. Claire, ed. The Politics of Private Transnational Governance by Contract. Taylor & Francis, 2017. Chapter 1
Week 4 - Gender and the Law	Jones, Adam. "Genocide and Mass Violence." Gender Matters in Global Politics: A Feminist Introduction to International Relations (2009): 127. Knop, Karen. "Re/Statements: Feminism and State Sovereignty in International Law." Transnat'l L. & Contemp. Probs. 3 (1993): 293. For reference (not required): Diane Otto, "Exile of Inclusion: Reflections on Gender Issues in International Law over the Last Decade" 10 Melbourne Journal of International Law 11 (2009) Or Otto, Diane. "Power and Danger: Feminist Engagement with International Law through the UN Security Council." Austl. Feminist LJ 32 (2010): 97. Kirby, Paul. "Ending sexual violence in conflict: the Preventing Sexual Violence Initiative and its critics." International Affairs 91.3 (2015): 457-472.
Week 5 Rising Constitutionalism	Course File "International Agreements" Hirschl, Ran "The New Constitutionalism and the Judicialization of Pure Politics Worldwide" 75 Fordham L. Rev. 721 (2006-2007) Kuhner, Timothy K. "Plutocracy and Partyocracy: Oligarchies Born of Constitutional Interpretation." Rev. Const. Stud. 21 (2016): 115. Tully, James, et al. "Introducing global integral constitutionalism." Global Constitutionalism 5.1 (2016): 1. For reference: Hirschl, Ran. "Politics and the Constitution-the Ties That Bind." Rev. Const. Stud. 21 (2016): 3. Hirschl, Ran "The Rise of Constitutional Theocracy" in Constitutional Theocracy, Harvard University Press, 2010. Upendra Baxi "Public and Insurgent reason: adjudicatory leadership in a hyper-globalizing world" in Stephen Gill Global Crises and the Crisis of Global Leadership, 2012. Jung, Courtney, Ran Hirschl, and Evan Rosevear. "Economic and social rights in national constitutions." American Journal of Comparative Law 62.4 (2014): 1043-1094.
Week 6 The International Court of Justice	Course file "Rights and Duties" Hugh Thirlway, "The International Court of Justice" in Malcolm D. Evans, International Law (2nd Ed.), pp. 561-588. Pick one of the following: Orakhelashvili, Alexander, "Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory: Opinion and Reaction" Journal of Conflict and Security

	<p>Law 11(1)(2006): 119-139.</p> <p>Clapham, Phillip J. "Japan's whaling following the International Court of Justice ruling: Brave New World—Or business as usual?." <i>Marine Policy</i> 51 (2015): 238-241.</p> <p>Anghie, Antony T. "Politic, Cautious, and Meticulous: An Introduction to the Symposium on the Marshall Islands Case." <i>American Journal of International Law</i> 111 (2017): 62-67.</p> <p>Preamble for Israel discussion- reference only: Morgensen, Scott Lauria. "Queer Settler Colonialism in Canada and Israel: Articulating Two-Spirit and Palestinian Queer Critiques." <i>Settler colonial studies</i> 2.2 (2012): 167-190.</p>
<p>Week 7 The International Criminal Court</p>	<p>William A Schabas "Creation of the Court" in <i>An Introduction to the International Criminal Court</i>, Cambridge: 2011.</p> <p>Akhavan, Payam. "The Rise, and Fall, and Rise, of International Criminal Justice." <i>Journal of international criminal justice</i> 11.3 (2013): 527-536.</p> <p>Scharf, Michael P. "Universal Jurisdiction and the Crime of Aggression." <i>Harv. Int'l LJ</i> 53 (2012): 357.</p> <p>For Reference: Nerlich, Volker. "The International Criminal Court 2002-2010: a View From the Inside." <i>Criminal Law Forum</i> 22 (2011): 199-214.</p>
<p>Week 8 Law of the Sea and the South China Sea Dispute</p>	<p>Course file: "Law of the Sea"</p> <p>Beckman, Robert. "The UN Convention on the Law of the Sea and the maritime disputes in the South China Sea." <i>American Journal of International Law</i> 107.1 (2013): 142-163.</p> <p>Gallagher, Marjorie Ellen. "Time Is Now: The United States Needs to Accede to the United Nations Convention on the Law of the Sea to Exert Influence over the Competing Claims in the South China Sea, The." <i>Temp. Int'l & Comp. LJ</i> 28 (2014): 1.</p> <p>For Reference: Rob Hubert, "Climate Change and Canadian Sovereignty in the Northwest Passage" <i>Calgary Papers in Military and Strategic Studies</i>, Occasional Paper Number 4, 2011.</p>
<p>Week 9 – ONLINE WEEK – NO IN PERSON CLASS International Humanitarian Law and Refugees</p>	<p>Course file: "IHL", "HR"</p> <p>Costello, Cathryn. "Human rights and the elusive universal subject: immigration detention under international human rights and EU law." <i>Indiana journal of global legal studies</i> 19.1 (2012): 257-303.</p> <p>For refugees:</p> <p>Dauvergne, Catherine. "International Human Rights in Canadian Immigration Law—: The Case of the Immigration and Refugee Board of Canada." <i>Indiana Journal of Global Legal Studies</i> 19.1 (2012): 305-326.</p>
<p>Week 10 AI and Drone Warfare</p>	<p>Primer: http://www.thenewatlantis.com/publications/the-tortured-logic-of-obamas-drone-war</p> <p>Saura, Juame. "On the Implications of the Use of Drones in International Law." <i>J. Int'l L & Int'l Rel.</i> 12 (2016): 120.</p> <p>Henderson, Ian. "Civilian Intelligence Agencies and the Use of Armed Drones." <i>Yearbook of International Humanitarian Law-2010</i> (2011): 133-173.</p> <p>Brunstetter, Daniel, and Megan Braun. "The Implications of Drones on the Just War Tradition." <i>Ethics & International Affairs</i> 25.03 (2011): 337-358.</p> <p>For reference: Gregory, Thomas. "Drones, Targeted Killings, and the Limitations of International Law." <i>International Political Sociology</i> 9.3 (2015): 197-212.</p>
<p>Week 11 International Law and Hacking/Espionage</p>	<p>Course file: "Use of Force"</p> <p>Ohlin, Jens David. "Did Russian cyber interference in the 2016 election violate international law." <i>Tex. L. Rev.</i> 95 (2016): 1579.</p> <p>Schmitt, Michael N., and Sean Watts. "Beyond State-Centrism: International Law and Non-State Actors in Cyberspace." <i>J Conflict Security Law</i>, October (2016).</p>

	<p>Brito, J., & Watkins, T. (2011). Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy.</p> <p>Schmitt, Michael N., ed. Tallinn Manual 2.0 on the International Law Applicable to Cyber Operations. Cambridge University Press, 2017 (selections)</p>
<p>Week 12 Counterterrorism and Exam Review</p>	<p>Renieris, Elizabeth M. "Combating Incitement to Terrorism on the Internet: Comparative Approaches in the United States and United Kingdom and the Need for an International Solution." <i>Vand. J. Ent. & Tech. L.</i> 11 (2008): 673.</p> <p>Galli, Francesca, Valsamis Mitsilegas, and Clive Walker. "Terrorism investigations and prosecutions in comparative law." (2016): 593-600.</p> <p>Scharf, Michael P. "Defining terrorism as the peacetime equivalent of war crimes: Problems and prospects." <i>Case W. Res. J. Int'l L.</i> 36 (2004): 359.</p> <p>Suggested: Force, Craig, and Stephanie Carvin. Comment on "Ep 25 Intelligence, Huh, What Is It Good For? Evidence." A Podcast Called Intrepid (audio blog) March 06, 2018.</p>