

2532A: International Law and Order

Department of Political Science
University of Western Ontario

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Professor

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Course Description

This course examines the structures, institutions, and norms that shape order in the international system. Students will explore how international law mediates relationships between states, international organizations, and non-state actors, and analyze the tensions between legal rules and political power in global governance. The course is organized in two parts. Part I establishes theoretical foundations, examining competing perspectives on international law's role in world politics, the principles of state sovereignty and compliance, the function of international organizations, and the sources of legal authority in the international system. Part II applies these frameworks to contemporary challenges, including adjudication and dispute resolution, the use of force and humanitarian intervention, human rights protection, international criminal justice, and refugee and migration law. The course requires no prior background in international law, but students are expected to engage regularly with current global affairs and maintain awareness of developments in international relations.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the historical origins and evolution of the field of international relations and its relevance to global legal and political order.
2. Analyze the role of international law in shaping the behavior of states and non-state actors in international relations.

3. Conduct systematic searches for academic literature and relevant legal documents on issues of international law and order.
4. Evaluate academic and non-academic sources critically and engage constructively with differing scholarly arguments.
5. Identify sources of conflict in the international system and propose potential legal and political pathways for state and institutional action.
6. Develop and communicate actionable policy recommendations to both specialist and non-specialist audiences, drawing on legal and political analysis.

Teaching and Learning Methodologies

This course has one in-person lecture per week. The lecture is two hours in duration.

Expectations

Students should attend class regularly, arrive on time and prepared, and conduct themselves with respect and courtesy toward others. Students can expect the same from me. Students are expected to read the required materials *prior* to class. All materials will be posted on the class page. This course assumes no prior familiarity with international law and order, but students are strongly encouraged to follow current events through a major newspaper with reputable coverage of foreign affairs. I recommend, in particular, the *New York Times*, *The Washington Post*, *BBC News*, *The Economist*, and *Foreign Affairs*.

Assignments

Table 1: Assessment Overview

Assessment	Weight
Midterm Exam	25%
UN Security Council Report	25%
Final Exam	50%
Total	100%
Attendance Bonus	+5%

Midterm Exam, 25%

Students will complete a one-hour-long, multiple choice exam based on the lectures and readings from Part I of the syllabus. A study guide complete with information on which topics will be included in the exam will be provided to students beforehand. The midterm exam will take place during class time on **October 21**. This is the designated assessment for this class. Students are therefore **not** permitted to use absence policy to skip the midterm exam unless for arranged

accommodation purposes. As per new Faculty policies (see below), there will be no makeup exam for the midterm. If academic consideration is granted, the student's midterm will be re-weighted to a final exam of 75%.

UN Security Council Report, 25%

Students will be presented with a fictional scenario on an international crisis in which the UN Security Council has scheduled a meeting to debate the international community's next steps. In preparation for this meeting, each permanent or non-permanent member of the Security Council—as well as selected regional organizations and NGOs—have been asked to submit a confidential policy report outlining their official position. Students will be part of a delegation for a specific state or organization. In teams of three or four, students will write a report setting out their delegation's response to the crisis at hand.

The report should be no more than 3000 words, excluding references, and must be submitted by **5pm (Eastern Time) on November 16**. A flexible 48-hour no late-penalty period will apply, after which the late policy enters into effect. A dossier containing detailed information on the crisis, tips, and expectations for the assignment will be available to students ahead of the deadline. Students should meet regularly in their teams to organize themselves. All group members are expected to contribute equally to the written report, and individual penalties can apply if this is not the case.

Final Exam, 50%

Students will be required to complete a three-hour-long final exam. The exam will comprise of two sections. In Section 1, students will be presented with six concepts discussed in class and are expected to define *four* of the concepts, providing a short description of what the concept means and its relevance to international law and order. In Section 2, students will be expected to write an essay-style answer to *one* question out of a choice of four. The exam will be held on a date and location to be determined by the Registrar during the December exam period. A study guide complete with information on which topics will be included in the exam as well as questions that can appear will be provided beforehand.

Attendance Bonus, 5%

Students who attend class regularly *may* earn up to 5 bonus percentage points toward their final course grade. The bonus is intended to encourage regular attendance and engagement in class.

Writing Guidelines

Unless otherwise specified, all written work should be single-spaced with 12-point Times New Roman font and 1 inch margins. All references and quotations should be cited in the text with author and year (and page number if a quote is used), and full citations should be included in the bibliography. Example in-line citation: (Brown 1997) or (Brown 1997, 10).

Students may find the following documents useful during the course:

- Amelia Hoover Green's (2013) 'How to Read' for Political Science Guide: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- Amelia Hoover Green's (2021) Writing Guide: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/writing-guide.pdf>.
- Steven Miller's (2014) Guide on Reading a Regression Table: <https://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>.

Academic Policies

Artificial Intelligence Software

Generative AI tools (such as ChatGPT, Claude, or Gemini) may be used as a supplementary learning or research tool, but students may not use AI to write, generate, or substantially revise any part of an assessment submitted for this course. Assessments should reflect students' own analysis, writing, and judgment.

Students should also exercise particular caution when using AI to summarize academic articles, identify sources, or provide information about international law, treaties, cases, or customary international law. AI-generated information may be inaccurate, incomplete, or fabricated, including incorrect descriptions of legal rules or non-existent citations. AI output should therefore never be treated as an authoritative source. Students are responsible for consulting and citing the original academic and legal sources and for ensuring that all factual and legal claims in their assessments are accurate.

Limited uses of AI for purposes such as brainstorming, generating search terms, or identifying potentially relevant sources are permitted, provided that students independently verify the information and do the substantive intellectual work themselves. Any use of AI that contributes substantively to an assessment must be disclosed as described below.

If a student submits AI-generated text, analysis, or other substantive content as their own work, this will be treated as an academic integrity violation.

Late Policy

It is the student's responsibility to ensure assignments are correctly uploaded before the deadline. Late submissions will not be accepted and will receive a grade of zero (0). Students are responsible for allowing sufficient time for submission; technical issues at the point of upload do not constitute a valid excuse unless documented by university IT services. Extensions will only be granted for documented medical or compassionate reasons processed through the Academic Counselling office in accordance with Western's Policy on Academic Consideration. Requests must be submitted no later than 48 hours after the missed deadline. Students who anticipate difficulties are strongly encouraged to contact Academic Counselling before the deadline.

Medical and Compassionate Extensions

If illness prevents a student from coming to class or from turning in assignments on time, the illness must be documented according to Western's Policy on Accommodation for Illness (https://www.uwo.ca/arts/counselling/procedures/medical_accommodation.html). To obtain any accommodation, students must email appropriate documentation to the Academic Counselling office. All requests for medical or compassionate extensions must go through this office only. The accommodation request is emailed to professors shortly after, and it is the student's responsibility to follow up with professors and make the appropriate arrangements if approved.

Missed Assessments and Reweighting Policy

Students who miss a test, quiz, mid-term, or other term assessment may request academic consideration through the [Student Absence Portal](#). Where academic consideration is granted, **no makeup assessment will be offered**. Instead, the weight of the missed assessment will be transferred to the final exam. Students who miss the final exam must request academic consideration through the appropriate university process. The weight of the final exam cannot be reallocated to another course component.

Requests for Re-Assessment of Graded Work

Students who believe there has been a mistake in the grading of their work may request a re-assessment. In accordance with the University's policy on requests for relief from academic decisions, students are encouraged to first seek informal resolution with the instructor. To request a re-assessment, students must email me no sooner than 48 hours after grades are released, and within two weeks of receiving the grade. The email must include: (a) the original graded assignment, and (b) a clear written explanation justifying why the grade should be reconsidered, referencing specific criteria or errors. Please note that I will re-evaluate the entire assignment. As such, the grade may be raised, lowered, or remain the same. Re-assessments are intended for cases of genuine grading concern, not dissatisfaction with a mark. Students who remain unsatisfied with the outcome of the re-assessment may pursue further action in accordance with university policy; details are available in the official policy document: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/requests_for_relief_from_academic_decisions.pdf.

Grade Bumps and Extra Credit

I understand how important grades can be for students' future plans, including applications to Ivey, law school, graduate programs, or scholarships. That said, I do not provide grade bumps, make-up work, or extra credit. Grades must be determined based on academic performance and applied consistently, and offering discretionary adjustments would be unfair to others in the same position. Studies also show grade bumps have a negative long-term impact on students (e.g., Denning et al. 2026, https://econweb.umd.edu/~pope/Grade_Inflation.pdf).

Attendance

Students are expected to attend all classes. Students are advised to complete the assigned readings *before* coming to class and to ask questions, make comments, and engage with the instructor

and fellow classmates during class hours.

Electronic Devices

Students are permitted to bring laptops and digital devices to class; however, their use is limited to specific academic purposes. Devices may only be used when prompted for in-class demonstrations, exercises, or note-taking, and for the weekly attendance quiz. Any use of electronic devices outside of these approved purposes (e.g., for personal browsing, social media, or unrelated activities) is not permitted. Students found using a device for non-academic purposes will be asked to leave the class. Please be mindful and respectful of the learning environment.

Team Work

In this course, collaboration and effective teamwork are essential. Students are expected to work respectfully with their peers, organizing themselves in a manner that supports the goals of the class. While occasional disagreements may arise, it is important that students make every effort to address and resolve any team-related issues within their group before seeking assistance from me. I do not expect to mediate conflicts. Please approach teamwork with professionalism, open communication, and a focus on achieving the collective goals of the project.

Email

I check e-mail regularly and will respond to student emails within 48 hours if the email is received during the week (Monday through Friday). However, students should not wait until the last minute to email me if there is something urgent to communicate.

Children and Childcare

I fully support efforts to balance academic responsibilities with family needs. Students who need to bring children to class are encouraged to do so in a way that ensures minimal disruption to the learning environment, though I do not expect class time to be used for childcare indefinitely. Students who require accommodations or need to step out for childcare needs should feel free to do so as necessary. Students with specific concerns or who require additional accommodations should not hesitate to reach out to me privately.

Academic Integrity and Academic Offences

At Western, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows students to achieve and be recognized for achieving their highest potential. 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: https://uwo.ca/univsec/pdf/academic_policies/appeals/undergrad_

[scholastic_offence_procedure.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>).

Support Services

Western is committed to providing equal educational opportunity and participation for students with disabilities. Students with questions, or who would like to have further information about support services offered to students, should visit the Registrarial Services webpage (<http://www.registrar.uwo.ca>) or the Student Support Services webpage (<http://westernusc.ca/services/>).

Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. Students who are experiencing or have experienced GBSV (either recently or in the past) will find information about support services for survivors, including emergency contacts, at the following website: https://www.uwo.ca/health/student_support/survivor_support/gethelp.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Mental Health Resources

Students in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Recommendation Policy

One important part of my job is supporting students in their continued study and future careers. I am honored to serve as a reference or write letters of recommendation for jobs, internships, and graduate programs. Students considering asking me should read the following guidelines.

Should Students Ask Me?

Strong applications depend on strong letters (i.e., letters that are enthusiastic, detailed, and written by someone who knows the student's strengths well). Before requesting a letter from me, students should consider:

- How well do I know the student? I can write an effective letter if I can speak to a student's work ethic, writing and analytical skills, intellectual curiosity, creativity, leadership, communication, and professionalism.

- What is the context in which I know the student? Did the student participate meaningfully in class? Visit office hours? Engage in discussions? A grade alone without interaction is rarely enough for me to write substantively.
- Most programs require me to rank students relative to one another. Therefore, I can only write for students who have completed **two of my courses** or worked with me in a research or mentoring capacity.

Request Timeline and Confidentiality

Students who plan to ask for a letter should extend two courtesies:

- **Give at least two weeks' notice.** This ensures I can write a thoughtful letter amid other obligations.
- **Waive the right to view the letter.** Programs place more trust in confidential letters, and I will only agree to write if I can sincerely endorse the application.

What Do I Need From Students?

To help me write a complete, timely, and tailored letter, students should provide:

- **Submission details:** How I should submit (online form, email upload, Interfolio, etc.).
- **Deadline:** Please specify whether it is fixed or rolling. If it's fixed, specify when the exact deadline is (i.e., when the letter needs to be sent or uploaded).
- **Application materials:** Including, but not necessarily limited to: CV/resume, transcript, application form, essay, writing sample. Students who will not have the materials completed two weeks before the deadline are very welcome to send draft materials.
- **Additional context:** If there are qualities, projects, or connections to my course a student would like emphasized, let me know. If personal or health challenges have affected a student's transcript or timeline, this may be shared briefly so I can address it appropriately—but no student is ever obligated to disclose more than they wish.

Course Materials

All lecture slides will be posted on Brightspace before each class. Slides are designed to be comprehensive study resources, allowing students to focus on listening and engaging during lecture rather than taking verbatim notes. Slides do not capture all in-class discussions, examples, explanations, and applications. Regular attendance is therefore strongly encouraged and will be important for success in the course. To encourage attendance, access to lecture slides will be password-protected, with the password provided at the beginning of each class.

Further Appendix

For the Departmental Appendix, including further information on policies, please see <https://politicalscience.uwo.ca/undergraduate/docs/outlines/2025-26/APPENDIX%20TO%20UNDERGRADUATE%20COURSE%20OUTLINES1.pdf>.

Course Calendar and Schedule

The substance of course might change depending on the progress of the class. All required readings are available on Brightspace.

Part I: Foundations of International Law and Order

Week 1, September 9: Introduction

Required readings:

1. Keohane, Robert O. "International Relations and International Law: Two Optics." *Harvard International Law Journal* 38, no. 2 (1997): 487–502.
2. Cali, Basak. "International Law for International Relations: Foundations for Interdisciplinary Study." In *International Law for International Relations*, edited by Başak Çalı, 3–24. Oxford: Oxford University Press, 2010.

Optional readings:

1. International Court of Justice. *Whaling in the Antarctic (Australia v. Japan: New Zealand intervening)*, Judgment of 31 March 2014. <https://www.icj-cij.org/case/148>.
2. Nimoni, Fiona and David Sandford. "Man in UK charged with crimes against humanity in Syria." *BBC News*. March, 2026. <https://www.bbc.com/news/articles/cpqw32wp9d8o>.

Week 2, September 16: Theoretical Perspectives on International Law and Order

Required readings:

1. Keohane, Robert O. "The Demand for International Regimes." *International Organization* 36, no. 2 (1982): 325–355.
2. Morgenthau, Hans J. "Main Problems of International Law." In *Politics Among Nations: The Struggle for Power and Peace*, 6th ed., 278–306. New York: McGraw-Hill, 1985.

Optional readings:

1. Adamson, Fiona B., and Chandra Lekha Sriram. "Perspectives on International Law and International Relations." In *International Law for International Relations*, edited by Başak Çalı, 25–45. Oxford: Oxford University Press, 2010.

Week 3, September 23: The State and the International System

Required readings:

1. Chayes, Abram, and Antonia Handler Chayes. "On Compliance." *International Organization* 47, no. 2 (1993): 175–205.

2. Downs, George W., David M. Rocke, and Peter N. Barsoom. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* 50, no. 3 (1996): 379–406.

Optional readings:

1. Morse, Julia C., and Tyler B. Pratt. "Smoke and Mirrors: Strategic Messaging and the Politics of Noncompliance." *American Political Science Review* (forthcoming, 2025): <https://shorturl.at/MYT0h>.
2. Abbott, Kenneth W., Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. "The Concept of Legalization." *International Organization* 54, no. 3 (2000): 401–419.
3. Allison, Graham. "Of Course China, Like All Great Powers, Will Ignore an International Legal Verdict." *The Diplomat*, July 11, 2016.
4. Eichensehr, Kristen. "United States Signs Agreement with the Taliban, but Prospects for Its Full Implementation Remain Uncertain." *American Journal of International Law* 114, no. 3 (July 2020): 529–538.

Week 4, September 30: International Organizations and the International System

NO PHYSICAL CLASS TODAY due to National Day for Truth and Reconciliation. However, lecture will be pre-recorded and posted, content from which *will* be examined in the midterm.

Required readings:

1. Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5–49.
2. Keohane, Robert O., and Lisa L. Martin. "The Promise of Institutional Theory." *International Security* 20, no. 1 (Summer 1995): 39–51.

Optional readings:

1. Goldenziel, Jill I., Sean Michael Blochberger, and Tyler Granholm. "Weapon of the Weak: Lawfare and State Power in the International Court of Justice." *Harvard International Law Journal* 66, no. 2 (2025): 563–631.
2. International Court of Justice. *Reparation for Injuries Suffered in the Service of the United Nations, Advisory Opinion*, April 11, 1949. I.C.J. Reports 1949, p. 174. <https://www.icj-cij.org/case/4>.
3. International Court of Justice. *Legality of the Use by a State of Nuclear Weapons in Armed Conflict, Advisory Opinion*, July 8, 1996. I.C.J. Reports 1996, p. 66. <https://www.icj-cij.org/case/93>.
4. International Court of Justice. *Legality of the Threat or Use of Nuclear Weapons, Advisory Opinion*, July 8, 1996. I.C.J. Reports 1996, p. 226. <https://www.icj-cij.org/case/95>.

Week 5, October 7: Sources of International Law

Required readings:

1. Voyiakis, Emmanuel. "International Treaties." In *International Law for International Relations*, edited by Başak Çalı, 125–146. Oxford: Oxford University Press, 2010.
2. Beckett, Jason. "Customary International Law." In *International Law for International Relations*, edited by Başak Çalı, 147–166. Oxford: Oxford University Press, 2010.
3. Abbott, Kenneth W., and Duncan Snidal. "Hard and Soft Law in International Governance." *International Organization* 54, no. 3 (2000): 421–456.

Optional readings:

1. *Treaties*: Reservations to the Convention on the Prevention and Punishment of the Crime of Genocide, 1951 I.C.J. 15 (May 28) (advisory opinion); Armed Activities on the Territory of the Congo (Dem. Rep. Congo v. Rwanda), 2006 I.C.J. 126.
2. *Custom*: Military and Paramilitary Activities In and Against Nicaragua (Nicaragua v. United States of America), ICJ Rep. 14 (1986); Jurisdictional Immunities of the State, (Germany v. Italy), Judgment, ICGJ 434 (ICJ 2012).
3. *Soft law*: South China Sea Arbitration (Philippines v. China, PCA 2016); Advisory Opinion on the Legal Consequences of the Construction of a Wall in the Occupied Palestinian Territory (ICJ, 2004).

Week 6, October 14: No Class (Reading Week)

Week 7, October 21: Midterm Exam

The midterm exam will take place during class. The location will be posted once scheduled.

Part II: Issues in International Law and Order

Week 8, October 28: Adjudication and Dispute Resolution

Required readings:

1. Keohane, Robert O., Andrew Moravcsik, and Anne-Marie Slaughter. "Legalized Dispute Resolution: Interstate and Transnational." *International Organization* 54, no. 3 (2000): 457–88.
2. Voeten, Erik. "The Impartiality of International Judges: Evidence from the European Court of Human Rights." *American Political Science Review* 102, no. 4 (2008): 417–433.

Optional readings:

1. Allee, Todd L., and Paul K. Huth. "Legitimizing Dispute Settlement: International Legal Rulings as Domestic Political Cover." *American Political Science Review* 100, no. 2 (2006): 219–234.

2. Agence France-Presse. "Japanese Judge Yuji Iwasawa Elected New ICJ President." *Barron's*, March 3, 2025.
3. Human Rights Law Centre. "European Court of Human Rights Rules Russia's 'Gay Propaganda Laws' Are Discriminatory and Breach Free Speech." *Human Rights Law Centre*, December 15, 2017.
4. Laurens Lavrysen. "Bayev and Others v. Russia: On Judge Dedov's Outrageously Homophobic Dissent." *Strasbourg Observers*, July 13, 2017.

Week 9, November 4: The Use of Force and Humanitarian Intervention

Required readings:

1. Schrijver, Nico. "The Ban on the Use of Force in the UN Charter." In *The Oxford Handbook of the Use of Force in International Law*, edited by Marc Weller, 465–487. Oxford: Oxford University Press, 2015.
2. John Yoo, "International Law and the War in Iraq," *The Harvard International Law Journal* 44, no. 2 (2003): 463–507.

Optional readings:

1. Akermarck, Andreas. "Storms, Foxes, and Nebulous Legal Arguments: Twelve Years of Force against Iraq, 1991–2003." *Journal of Conflict and Security Law* 13, no. 1 (2008): 1–24.
2. MacAskill, Ewen, and Julian Borger. "Iraq Inquiry Publishes Legal Advice to Blair on War." *BBC News*, June 30, 2010. <https://www.bbc.com/news/10463844>.
3. International Court of Justice. *Bosnia and Herzegovina v. Serbia and Montenegro*, Judgment, February 26, 2007. ICJ Reports 2007, 43.
4. United Nations Security Council. *Resolution 1973 (2011)*. S/RES/1973(2011), March 17, 2011. [https://undocs.org/S/RES/1973\(2011\)](https://undocs.org/S/RES/1973(2011)).

Week 10, November 11: International Human Rights

Required readings:

1. Hathaway, Oona A. "Do Human Rights Treaties Make a Difference?" *The Yale Law Journal* 111, no. 8 (2002): 1935–1992.
2. Neumayer, Eric. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49, no. 6 (2005): 925–953.

Optional readings:

1. Simmons, Beth A. "Why International Law? The Development of the International Human Rights Regime in the Twentieth Century." In *Mobilizing for Human Rights: International Law in Domestic Politics*, 23–56. Cambridge: Cambridge University Press, 2009.

2. European Court of Human Rights. *Leyla Şahin v. Turkey*, Application No. 44774/98, Grand Chamber Judgment, November 10, 2005.
3. Inter-American Court of Human Rights. *Case of Velásquez Rodríguez v. Honduras*, Judgment of July 29, 1988, Series C No. 4.
4. European Court of Human Rights. *Soering v. United Kingdom*, Application No. 14038/88, Judgment, July 7, 1989.
5. European Court of Human Rights. *Lopez Ostra v. Spain*, Application No. 16798/90, Judgment, December 9, 1994.
6. United Nations Human Rights Committee. *Toonen v. Australia*, Communication No. 488/1992, U.N. Doc. CCPR/C/50/D/488/1992, March 31, 1994.
7. European Court of Human Rights. *Aleksey Navalnyy v. Russia*, Application No. 29580/12, Judgment, February 15, 2018.

Week 11, November 18: International Crimes

Required readings:

1. Prorok, Alyssa K., Benjamin Appel, and Shahryar Minhas. "Understanding the Determinants of ICC Involvement: Legal Mandate and Power Politics." *International Studies Quarterly* 68, no. 2 (June 2024): sqae018.
2. Bates, Genevieve. "Threats and Commitments: International Tribunals and Domestic Trials in Peace Negotiations." *American Political Science Review* 120, no. 3 (2026): 966–981.
3. Miller, Andrew C. "Without an Army: How ICC Indictments Reduce Atrocities." *Journal of Peace Research* 60, no. 4 (2023): 573–587.

Optional readings:

1. Jackson, Robert H. "Nuremberg in Retrospect: Legal Answer to International Lawlessness." *American Bar Association Journal* 35 (October 1949): 813–816, 881–887.
2. International Criminal Court. *The Prosecutor v. Omar Hassan Ahmad Al Bashir*. ICC-02/05-01/09.
3. France 24. "Bashir Defies Arrest Warrant for War Crimes with Visit to Chad." *France 24*, July 21, 2010.
4. Africanews. "Sudan's Bashir Defies ICC–Arrest Warrant, Travels to Kigali for AU Trade Summit." *Africanews*, March 22, 2018.
5. Human Rights Watch. "Philippines: Duterte Arrested on ICC Warrant." Human Rights Watch, March 12, 2025.

Week 12, November 25: International Migration and Refugees

Required readings:

1. Goodwin-Gill, Guy S. "The International Law of Refugee Protection", in Elena Fiddian-Qasmiyeh, and others (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (2014).
2. Betts, A. *Protection by Persuasion: International Cooperation in the Refugee Regime* (Cornell University Press, 2009), Chapters 1–2.

Optional readings:

1. European Court of Human Rights. *Hirsi Jamaa and Others v. Italy*, Application no. 27765/09, Judgment of 23 February 2012.
2. European Court of Human Rights. *M.S.S. v. Belgium and Greece*, Application no. 30696/09, Judgment of 21 January 2011.
3. European Court of Human Rights. *Chahal v. United Kingdom*, Application no. 22414/93, Judgment of 15 November 1996.
4. European Court of Human Rights. *Soering v. United Kingdom*, Application no. 14038/88, Judgment of 7 July 1989.
5. United Nations High Commissioner for Refugees (UNHCR). *Advisory Opinion on the Extraterritorial Application of Non-Refoulement Obligations under the 1951 Convention relating to the Status of Refugees and its 1967 Protocol*, 26 January 2007.

Week 13, December 2: The Future of International Law and Order

Required readings (Note: We will also cover exam revision):

1. Alter, Karen J. "The Future of International Law." In *The New Global Agenda*, edited by Diana Ayton-Shenker, 25–42. Lanham, MD: Rowman & Littlefield, 2018.
2. Guilfoyle, Douglas. "The Future of International Law in an Authoritarian World." *EJIL: Talk!*, June 3, 2019.