



PS 3345E (550) – ‘International Law and Organizations’ Fall and Winter, 2021 - 2022

1. Course Information

Political Science 3345, Section 550

Instructor: Dr. Laszlo Sarkany

Contact Information: lsarkan@uwo.ca

Office: Lucas Annex

Office Hours: TBA

Class Location: HC-W17

Scheduled Class Times (including lab or tutorial hours): Fridays, 1:30am – 3:30pm

Antirequisites: Political Science 3369F/G, Political Science 3201F/G.

2. Course Description

One of the key focal points of discussions dealing with international law (IL), and international organization (IO) is cooperation in international relations. The aim of this course, therefore, is to help students understand the origins, functions, and forms of IL and IOs, and investigate how these two elements of international relations lead to, or enhance cooperation. The discussion will begin with a conceptual and historical surveys of IL and IOs in international relations. The secondary aim of the course will then be to discern how IL and IOs are conceptualized with international relations scholarship. In the latter part of the course, the organizational and legal architecture of such IOs as the United Nations, the World Trade Organization, the European Union, the African Union, the International Criminal Court, the International Monetary Fund and the World Bank. Emphasis will also be placed on understanding the functioning of such key regional organizations such as the North Atlantic Treaty Organization (NATO), the Association of Southeast Asian Nations (ASEAN) and the International Committee of the Red Cross and Red Crescent Societies (ICRC). The course will conclude with discussions dealing with the extent to which IL and IOs are relevant in contemporary international relations.

3. **Course Learning Outcomes** – By enrolling in this course, students will:
- Learn about how key international relations theories explain the existence and function of international organizations
 - Research and analyze the history, structure and functioning of a number of key international, supranational, and regional organizations
 - Reflect on the relevance of international organizations
 - Critically evaluate in depth at least two international organizations of their choosing

4. Textbooks and Course Materials

Required Textbooks:

Armstrong, David, Theo Farrell, and Helene Lambert. *International Law and International Relations*. Cambridge: Cambridge University Press, 2012.

Hurd, Ian. *International Organizations: Politics, Law, Practice*. 4th ed. Cambridge: Cambridge University Press.

***We will also be reading chapters from ‘The Oxford Handbook of International Organizations’, edited by Cogan, Hurd and Johnstone. The handbook is available electronically via the webpage of the UWO library.

Recommended:

Margot Northey, Lorne Tepperman and Patrizia Albanese. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing*, Fifth Edition. Oxford University Press, 2012.

5. Methods of Evaluation

Course Component	Percentage of Grade	Type	Due Date:
Participation	10%	In-class	On-going
Short essay	10%	Due on OWL	October 22nd
Presentation 1 – Fall Term	15%	In-class	TBA
Presentation #2 – Winter Term	15%	In-class	TBA
Essay Proposal	10%	Due on OWL	January 28th
Class essay – rough draft	15%		February 25th
Class essay – final draft	25%	Due on OWL	March 25th

1) IN-CLASS PARTICIPATION

You are expected to participate during each of the lectures and the class presentations by asking question and providing unique and multifaceted insight into the readings. Therefore, participation should reflect awareness of the main arguments in the readings, and should be

informed. Please note that the frequency of participation will not be considered as having the same value as the quality of participation.

Discussions regarding international law and international organizations may lend themselves to multi-faceted discussions involving a variety of viewpoints and opinions, which may – or may not – be shared by all. Therefore, students are asked that they conduct themselves in such a way that they show the utmost respect to others who may – or may not – share their views. The key here is to respect each other’s opinions and perspectives. Any student uttering any negative or derogatory comments towards the views of others will first be asked to change their behaviour, or will be asked to take a few-minute break from the discussion.

II) SHORT ESSAY

Each student will be responsible for writing a 4-page essay which will be comprised of two parts. In the first part of the essay, students will be tasked with describing the structure of an IO, as well as the main decision-making procedure(s) used within the organization. In the second part of the essay, student will be tasked with commenting on how the structures and decision-making procedures of the organization impact its overall functioning.

The essays will need to be written using the following criteria:

- Must contain a title page
- Written using Times New Roman font, size 12
- The margins need to be set at 1” or 1.25cm
- Must contain a bibliography of at least 8 sources, keeping in mind the following descending order, in regards to the relevance of sources:
 - o Books
 - o Journal articles
 - o Policy documents
 - o Popular media sources

III) CLASS PRESENTATION

A group of 2 students will provide a 30-minute presentation on at least two to three of the readings assigned for a particular week. We will decide on the order of presentation on the second day of the lectures. The penalty for going over the 30-minute limit will be 2% per each minute over the maximum.

The presentation will be followed by a 5-minute ‘question and answer’ period. During this time, the presenters will be able to answer any clarifying questions

*****Please note that you are more than welcome to go above and beyond the reading list provided below. For some of the weeks, you will in fact be required to select your own reading.*****

Presentations should include the following:

- | | | |
|------|--|-----|
| i) | Selecting two key (2) questions which will guide the overall presentation | 10% |
| ii) | Summary of the main arguments in the readings | 30% |
| iii) | Analysis of the strengths and weaknesses of the arguments | 30% |
| iv) | Offering at least two to three key questions for further discussion | 20% |

IV) ESSAY PROPOSAL

In preparation for the class essay, students will be asked to submit a 1000-word essay proposal. The components of the proposal will be as follows:

Section I – ‘Research Question(s)’ – maximum three questions should be posed, and they should all *closely* relate to the central topic of the essay.

Section II – ‘Introduction’ – no longer than 250 words – which must include a clearly identifiable thesis statement.

Section III – Listing of all of the subsections of the essay, entitled ‘Section 1 – Section ‘n’. Under each subsection, there needs to be a sentence or two describing the themes/topics/arguments/cases discussed.

Section IV – ‘Conclusion’, which will include a brief summary of the arguments.

V) MAJOR RESEARCH ESSAY

You will be responsible for writing a **class essay** worth 25 % of the final mark. **The essay should be 12 double spaced pages long**, on a topic agreed to by the student and the instructor no later than November 1st.

****Students are highly encouraged to write the class essay on a topic discussed either during their seminar presentations, or while commenting on a seminar presentation.*

- i) Formatting should be as follows: Size 12, Times New Roman font, with 1” – 1.25” margins. I will accept Chicago style, the Modern Languages Association (MLA) style, and the American Psychological Association (APA) style formatting of footnotes, endnotes, in-text referencing, bibliography, etc.
- ii) In regards to the sources used for the essays, please note the following order:
 - a. Books
 - b. Journal articles
 - c. Policy papers
 - d. Discussions in the media with wide readership – approximately 500,000 readers and above
- iii) You are asked to consult and cite at least 12 sources.
- iv) Extensions will only be granted on compassionate grounds, and only if I am notified in writing of your circumstance. **Late essays will only be accepted up to a week after the deadline, with 3% deductions per day.**
- v) With respect to the topic of the essay, it will be your responsibility to contact me about your topic. If you choose not to do so, I reserve the right to directly criticize

the topic of the essay, which will most certainly have an impact on the mark you achieve in the course.

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>

As a final note, students are strongly encouraged to take advantage of the instructor's office hours to discuss course readings and lectures, or exam performance.

6. Tentative Class Schedule/ Syllabus

SEPTEMBER 10th: INTRODUCTION TO THE COURSE

- Introductions
- Organizational overview of the course
- Explanation of grading

SEPTEMBER 17th: A THEMATIC INTRODUCTION

Hurd, chapter 1

Armstrong, et. al., chapter 1

Pavehouse and von Borzyskowski, chapter 1 in the Oxford Handbook of International Organizations – Available on the website of the library

SEPTEMBER 24th: THE PUZZLE: SOVEREIGNTY, COOPERATION, INTERNATIONAL LAW AND INTERNATIONAL ORGANIZATIONS

Keohane, Robert O. "International Relations and International Law: Two Optics." *Harvard International Law Journal*, vol. 38, no. 2 (Spring, 1997): 487 – 502.

Milner, Helen. "International Theories of Cooperation among Nations: Strengths and Weaknesses." *World Politics*, Vol. 44, No. 3 (April, 1992): 466 – 496.

Slaughter, Anne-Marie. "Appraising the Methods of International Law: A Prospectus for Readers." *American Journal of International Law*, vol. 291 (1999): 291 – 422.

OCTOBER 1st: INTERNATIONAL RELATIONS THEORY, INTERNATIONAL LAW AND INTERNATIONAL ORGANIZATIONS

Peters, chapter 2 in the Oxford Handbook of International Organizations – Available on the website of the library

Hurd, chapters 1 and 2
Armstrong, et. al., chapters 2 and 3

Jervis, Robert. "Realism, Neoliberalism, and Cooperation: Understanding the Debate." *International Security*, Vol. 24, No. 1, (Summer, 1999): 42 – 63.

OCTOBER 8TH: INTERNATIONAL ORGANIZATIONS AND DEMOCRACY

Poast, Paul, and Johannes Urpelainen. *Organizing Democracy : How International Organizations Assist New Democracies* . University of Chicago Press,, 2018 [AVAILABLE ONLINE ON THE WEBSITE OF THE UWO LIBRARY]

OCTOBER 15th: THE UNITED NATIONS

Hurd, chapters 5 and 6
Armstrong, et. al., chapter 4

OCTOBER 22ND: THE WORLD TRADE ORGANIZATION

Hurd, chapter 3
Armstrong, et. al., chapter 7

OCTOBER 29TH: THE INTERNATIONAL MONETARY FUND AND THE WORLD BANK

Hurd, chapter 4

Please visit the website of the World Bank (<http://www.worldbank.org>) and read under 'Who We Are' read 'Overview', 'Organization', and 'History'.

Please visit the website of the International Monetary Fund (<http://www.imf.org/en/About>) and read under 'About the IMF', all the information contained within links on the page.

NOVEMBER 12TH: THE INTERNATIONAL LABOUR ORGANIZATION

Hurd, chapter 7

Please visit the website of the International Labour Organization (<http://www.ilo.org/global/about-the-ilo/lang--en/index.htm>) and read 'Mission and Impact', 'How the ILO Works', and 'Origins and History')

NOVEMBER 19TH: THE INTERNATIONAL COURT OF JUSTICE

Hurd, chapter 8
Armstrong, et. al., chapter 5

NOVEMBER 26TH: THE INTERNATIONAL CRIMINAL COURT

Hurd, chapter 9

Armstrong, et. al., chapter 6

‘Criminal Justice’ in the Oxford Handbook of International Organizations

DECEMBER 3RD: ***¹REGIONAL ORGANIZATIONS – THE NORTH ATLANTIC TREATY ORGANIZATION (NATO)

Rafferty, Kirsten. 2003. An institutionalist reinterpretation of cold war alliance systems: Insights for alliance theory. *Canadian Journal of Political Science* 36, (2) (06): 341-362

Ratti, Luca. 2009. Back to the future? *International Journal* 64, (2) (06): 399-422.\

Williams, Michael John. 2013. Enduring, but irrelevant? Britain, NATO and the future of the Atlantic alliance. *International Politics* 50, (3) (05): 360-386

DECEMBER 3RD : REGIONAL ORGANIZATIONS – THE EUROPEAN UNION

Lyndseth, in part 3 of the Oxford Handbook of International Organizations

Hurd, chapter 11

*****On January 7th we will begin the second part of the course. During the winter term we will be discussing a number of additional regional organizations such as the League of Arab States, OPEC, La Francophonie, The Commonwealth and the International Committee of the Red Cross and Red Crescent Societies. The reading list for the second part of the course will be distributed by November 1st.**

7. FASS Appendix



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. 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.

¹ Please visit the website of every one of the regional – or issues-based – organizations we will be dealing with.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the

medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email hurousss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at hurousss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at hurousss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit

<https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.