

CARLETON UNIVERSITY
Kroeger College of Public Affairs
Bachelor of Global and International Studies

GINS 1010 B

Introduction to International Law and Politics

Winter 2023 | Mon Wed Time: 11:35 - 12:25
Southam Hall 624

Instructor: Dr. Sean Burges
E-mail: sean.burges@carleton.ca
[please put GINS1010 in subject line of all emails]
Office Hours: Monday's 13:00-15:00

***Note: Students can generally expect an e-mail response within 72 hours,
weekends and holidays excepted.***

Course Outline

The course outline posted to the BGIInS website is the official course outline.

Course Description

Welcome to International Law and Politics. This course introduces key concepts and issues in the study, development, and practice of international law and politics. At a macro level the course is about the Liberal International Order (LIO), focusing on how structural power politics have created the rules (laws) and regimes that not only govern the interaction between states, but also impact the formulation and implementation of laws and regulations within national boundaries. International law as studied in this course thus becomes the expression of the political decisions and calculations driven by the theoretical implications derived from this mix of ideas. Law also becomes an instrument that is used within the context of the relationships presented through the tri-partite theoretical approach guiding the course. As such, process, legal concepts, and laws themselves becomes the central element for how the course looks at global politics and the impact of the international on the national.

Three theoretical pillars will stand at the centre of the course:

- A combination of Waltzian structural realism and Strange's model of structural power. This provides a high-level understanding of power politics and how short-term relational power can be used to embed long-term structural power realities.
- A rapid survey of constructivism, with a decidedly heavier leaning towards sociology than international relations. The emphasis here is on how social norms develop, how they spread, and then how they are translated into either informal regimes or into formal regimes (i.e., law).
- An exploration of the concept of liberalism, focusing on its historical roots, its key operating principles, and how these Northwestern European ideas (or are they?) have come to be something akin to a hegemonic ideology dominating international law. This sets the stage for discussions in individual modules in the course about how differing historical and

philosophical traditions lead to dissent and conflict in international politics, particularly through disagreement with legal principles and assumptions about rights and values.

The three theoretical elements driving this course are set within an attitudinal context emphasizing empathy and self-honesty. The empathy component seeks to encourage curiosity about differences, a drive to ask why others think or act as they do, to understand the cultural, historical, and philosophical backgrounds that lead to difference. Here the goal is to encourage development of analytical skills that will encourage the searching out of common ground and an ability to non-judgementally engage in discussion about points of contention. To facilitate this the liberalism element of the course is particularly important because it will encourage you to ask why you believe what you do and point out just how deeply liberal norms pervade your thinking and awareness. In a very real sense the course is about making you aware of hegemonic boundaries constraining your thinking and encouraging you to recognize hegemonic structures as a platform for critical engagement in the rest of your degree studies. To do this you must first understand the reality you believe and in which you have been situated in by geography and education.

Learning Outcomes

By the end of this course students will be able to:

- Define and describe key ideas and concepts in international law and politics
- Demonstrate an understanding of the importance of embedded liberalism to the structure of the international system, its influence on domestic politics, and why this can emerge as a point of contention in international law and politics.
- Demonstrate understanding of the sources and subjects of international law and international relations decision-making.
- Develop empathy and cross-cultural awareness skills
- Develop study and professional skills necessary for academic success and compliance.

Lectures & Tutorials

This course is comprised of twenty-six (26) one-hour lectures and eleven (11) one-hour tutorials. **Attendance at both lectures and tutorials is required.** Students with poor attendance will have this fact reflected in their final grade and may result in failure of the course.

Tutorials:

The tutorials are built around a series of case studies published by the Georgetown University Institute for the Study of Diplomacy. You can purchase the entire collection at a discounted rate by following this link given in the required texts section below. Questions and tasks that will be addressed in each tutorial will be posted to the course Brightspace page.

Case studies are being used in this course to facilitate comprehension of the larger conceptual questions being studied as well as to provide you with a detailed look at various important instances in global

affairs. Studying these cases will also provide insight into how international negotiation and interaction processes work in the real world. The pedagogical emphasis is on developing critical thinking skills through the systematic discussion of the cases and the presentation of analytical arguments involving them. For these case-based tutorial sessions to work you *must* read the cases studies in advance of your tutorial and attend the class prepared to engage with the group discussion.

You must be enrolled in a tutorial section. Your participation grade will reflect the extent to which you *contribute* to class discussions in an *informed and critical manner*, not only your attendance. If you miss a lecture or a tutorial meeting you are still responsible for all course material discussed on that day, and it is your responsibility to acquire the relevant notes. I do not post my lecture notes online.

Tutorial Sections*

- B1** Thursdays 10:35 - 11:25 Building: Residence Commons Room: 212
- B2** Wednesdays 12:35 - 13:25 Building: Southam Hall Room: 315
- B3** Tuesdays 12:35 - 13:25 Building: Southam Hall Room: 415

PUT “GINS 1010” AS THE START FOR ALL COURSE-RELATED EMAILS

Required Texts

In the past two books were used as set texts, but they have since been replaced with readings that you can access free through the Carleton University Library system or online. These readings are detailed below in the course syllabus. *You are, however, required to buy the case study pack from Georgetown University for your tutorials.* Details are:

- Georgetown University Institute for the Study of Diplomacy Case Study Collection. This is a collection of the tutorial cases available as a single collection at a discounted rate:
<https://isd-georgetown-university.myshopify.com/products/carleton-university-gins-1010b-introduction-to-international-law-and-politics>
[Please purchase the case studies. Georgetown is not making a profit on this venture. All funds that come in are being reinvested in expanding the case study library.]

Rather than having required texts that you must purchase, there are a quite a number of books that may be of help as supplemental reading and are available in the library. The following two textbooks were set as required texts in past years, including the years in which the legacy lectures posted on the Brightspace page were composed. These books or other textbooks with similar titles can be found in the Library and can serve as useful supplemental general reading resources. There is little fundamental variation in the different edition of these kinds of books.

- Jan Klabbers. International Law. Cambridge UP, 2013.
- Steven Lamy et al. Introduction to Global Politics. Fifth Edition. Oxford UP, 2016.

Another useful and entertaining text for quickly grappling with international relations theory, and also available to read free through the University Library’s online system:

- Dan Drezner. Theories of International Politics and Zombies. Princeton University Press, 2014.

A final book that may be of general interest in this program, and from which a section of readings is listed as a supplementary reading on liberalism, is included here because it usefully blows up all kinds of preconceptions commonly held about history and the rise and falls of civilizations – particularly North and Central American civilizations – as well as the underlying political orders. It is one of those books that is worth revisiting periodically as you continue your intellectual development because it provides a good foil for making you question what you have accepted as true and prompts you to continue asking ‘why.’

- David Graeber and David Wengrow. The Dawn of Everything: A New History of Humanity. Signal/McClelland Stewart, 2021.

Additional readings will be posted on the course website. You are responsible for checking the course website regularly and reading and/or listening to all material listed under “required.” **Required readings are just that, required.** Recommended readings are there for the intellectually adventurous or those especially interested in a given topic. Occasionally I will post articles or links that are course-related and informative.

Assignments & Evaluation

Take-Home Midterm	30%	Questions released by 9:00 am on Feb. 15, 2023 , and answers due by 18:00 on Feb. 17, 2023 .
Research Essay Introduction (1-2 pages)	20%	Due 17:00 on March 17, 2023
Tutorial Participation	10%	
Final Take-Home Exam	40%	Due by noon, April 27, 2023

In the midterm you will demonstrate your knowledge of key topics and themes to February 10, 2023.

In the Research Essay Introduction (1-2 pages) you will demonstrate an ability to write a clear research question, provide an argument for an essay, outline a plan of attack, and demonstrate an ability to locate scholarly sources. To do this assignment properly you must still do the research required for a full essay. The difference is that I want you to focus your writing time and energies on crafting a perfect introduction. This is a skill that will pay enormous dividends throughout your university career.

The participation grade is for active and engaged participation in the class tutorial sections.

The Final Take-Home Exam will require you to write a series of short answers and an essay answering one of a series of set questions – remember the importance of a good introduction from the earlier assignment in this course. Further details will be announced in the course lectures and posted on the course Brightspace page.

All course assignments and examinations must be submitted in order to pass the course.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Deadlines & Late Submissions

Submission of Term Work: All assignments are due through the Brightspace Portal by the specified deadline.

Late penalties: Late submissions will only be accepted for the ‘research essay introduction’ assignment. If you submit this assignment late, the policy is as follows: **5% per first day**, 5% per day thereafter (weekends count as one day). Barring exceptional circumstances assignments will not be accepted more than **one (1)** week after the original deadline.

Return of Term Work: Assignments are returned via Brightspace; you must regularly attend tutorials to receive your grades. Final examination materials are intended solely for the purpose of evaluation and either will not be returned as per Carleton University policy or will have very limited grading commentary.

Academic Accommodations

Learning difficulties and/or impairments: Students with differing learning needs are welcome in this course. The [Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your

Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please

consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an [Equity Services Advisor](http://www.carleton.ca/equity) for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](http://www.carleton.ca/equity) in Equity Services to complete a **Letter of Accommodation**. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

COVID

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Freedom of Speech at Carleton

The full University policy can be viewed at:

<https://carleton.ca/secretariat/wp-content/uploads/Freedom-of-Speech.pdf>

A key excerpt from the policy for our class is as follows:

“The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination.

Therefore, subject to the limits set by law, the University is committed to the following principles:

- That the University is a place of open discussion and free inquiry;
- That the University introduces students to a wide range of ideas and does not attempt to shield students from debates or opinions that they may disagree with or find offensive;
- Faculty, students and staff are free to criticize, contest and condemn the views expressed on campus;
- At the same time, faculty, students and staff may not prevent, obstruct or interfere with the freedom of others to express their views;
- Freedom of speech includes accompanying responsibilities such as civility, respect and tolerance;
- Speech that violates the law will not be permitted including but not limited to hate speech, threatening violence, harassment, discrimination, unjustified invasion of

privacy or confidentiality interests, defamation or speech that is otherwise directly incompatible with the functioning of the University.

Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even when disagreement is profound, benefits the University community and fosters its essential purpose.”

A useful guideline is to remember that it is possible to disagree without being disagreeable. Often the ideas expressed in your class discussions are far from fully formed. Help each other work through complicated issues by asking questions that tease out meaning and clarify thoughts. There are no points to be scored for tearing each other down.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). I hold the copyright to all course materials; they may not be posted, transferred, or sold without my written consent.

Carleton E-mail Accounts

All email communication to students from BGINs will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and Brightspace accounts.

Medical Certificates & Illness

Continuation of the COVID pandemic addendum:

In place of a doctor’s note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar’s Office website to request academic accommodation for missed course work including exams and assignments. Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

~~In the unfortunate case of illness or injury, only a [Medical Certificate](#) signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed class, assignment or examination, will be accepted. Please note: “Doctors notes may not always be issued for the following reasons:~~

- ~~● Missed classes/labs except in extenuating circumstances.~~
- ~~● Minor illnesses (e.g. colds, flu).~~
- ~~● Past illnesses that have been resolved and that there is no documentation for.~~
- ~~● Obvious injuries (e.g. broken bone in a cast).”~~

Course Conduct

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. All participants are consequently expected to arrive on-time, prepared to conduct themselves with decorum and civility, to have read the preparatory materials for the class, and be ready to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. We reserve the right to remove disruptive elements (including devices) and persons from the classroom.

Diversity, Inclusion, Empathy, and Mutual Respect

This course is meant to be a safe environment in which to challenge you and confront you with positions and ideas that may be uncomfortable. Pushing your boundaries in a safe, inclusive, and empathetic manner is an essential part of the process of scholarly exploration and the cross-cultural study at the heart of the BGIInS degree. As part of this process we will at times discuss subjects and positions on issues that may well be outmoded and at times abhorrent, seeking to understand why brought them about and the socio-cultural changes that allowed them to be overcome. It is only by studying the logic of these arguments and their purported ethical foundations that we can individually and collectively work towards a society of diversity and inclusion; ignoring these views will not make them go away.

A central skill to develop within this course is consequently that of empathy, which is to develop an understanding of another's position or experience. This is not the same thing as accepting or adopting a problematic outlook or position as your own. Neither is it the same thing as assuming the identity and/or voice of another. The classrooms and tutorials are in a sense a laboratory where we can unpack and explore different views, positions, and lived realities in a safe environment where listening carefully and respectfully questioning, discussing, and even hypothetically arguing opposing views brings us toward enlightenment about our own respective strengths and weaknesses, the nature of the structures in which we exist, and the different levels and styles of agency for different groups within these structures. By using the theories of studied in this course you will be able to incisively interrogate the underlying logic for particular positions. You will also find that what seems reasonable under one framework may not be so under another.

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, political orientation, etc. All students in the class, the instructor, the teaching assistants, and any guests should be treated with respect during all interactions. It is my hope that our class will support diversity of experience, thought, and perspective. Additionally, I recognize that much of the research that has been conducted to inform the course content is subjective because it has been created and conducted through a particular point of view – this is an introductory survey course and is heavily grounded in thought from Western Europe and North America. It is therefore possible that some course content

will contain research findings where limited definitions or measures were used to inform our knowledge on this topic. I will strive to highlight these issues and promote critical thought about the subjective nature of past research and its implications on our understanding of the topic.

Lecture and Reading Schedule

Readings and schedule are subject to change

Key Documents in International Law and Politics

Periodically, students will be asked to review key documents in international law and politics, such as, but not limited to:

- Universal Declaration of Human Rights, 1948
- Convention on the Political Rights of Women, 1953
- Declaration on the Granting of Independence to Colonial Countries, 1960
- OAU Convention on the Specific Aspects of Refugee Problems in Africa, 1965
- Cairo Declaration on Human Rights in Islam, 1990
- The Rome Statute for the International Criminal Court, 2001

Keeping up with Current Events

Understanding international politics and law also requires keeping up with current events and engaging with differing perspectives. As well as reputable media outlets such as JURIST, The Economist, the Globe and Mail, the New York Times, the BBC, the Times (UK), Al Jazeera English, and The Financial Times, you should endeavour to read papers in different languages and/or from different countries. There are numerous free sites for keeping up with international affairs, including think-tanks such as the Council on Foreign Relations, the Brookings Institution, the Canadian International Council, and Chatham House. For interesting blogs, try 'The Duck of Minerva' (<http://duckofminerva.blogspot.com/>) and 'e-International Relations' (<http://www.e-ir.info/>), which contains some content written by students.

Class Schedule and Required Readings

Module 1 – Administrative details and the course basics

Week 1 (January 9, 2023)

Lecture 1 – Administrative overview of the course

- Set reading – course syllabus (seriously... read the whole thing).

Module 2 – A philosophical underpinning to thinking about international law & politics

Week 1 (January 9, 2023)

Lecture 2 – What do we mean by law and international law?

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Chapter 2 and Chapter 4.
 - [Access on the University Network, through the Library, or ARES].
- Knut Traisbach (2017), “International Law,” *E-IR*: <https://www.e-ir.info/2017/01/01/international-law/>

Supplementary Reading

- John Gerard Ruggie. (1982). ‘International regimes, transactions, and change: embedded liberalism in the postwar economic order’, *International Organization* 36 (2), 379-415.
- Jan Klabbers. *International Law*. Cambridge University Press: Chapter 1.

Week 2 (January 16, 2023)

Lecture 3 – Realism (most of the readings are relatively short)

Required Reading

- Steve Lobell (2010). “Structural Realism/Offensive and Defensive Realism,” in *Oxford Research Encyclopedia of International Studies*: <https://doi.org/10.1093/acrefore/9780190846626.013.304>
 - Longest, but most comprehensive and best grounding reading.
- Satish P. Joshi, “Realism” in Paul Joseph, ed., *The Sage Encyclopedia of War* (London: Sage): Access through the Carleton University Library system or ARES Reserves.
- Daniel W Drezner (2014). *Theories of International Politics and Zombies: Revived Edition* (Princeton, NJ : Princeton University Press): Chapter 2 ‘The Realpolitik of the Living Dead’. [Available through Library online resources or ARES].
- Sandrina Antunes and Isabel Camisão (2018). “Introducing Realism in International Relations Theory,” <https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/>

Lecture 4 – Liberalism

Required Reading

- Russell Hardin. “Liberalism,” in Bertrand Badie, Dirk Berg-Schlosser & Leonardo Morlino, eds., *International Encyclopedia of Political Science* (London: Sage): <https://sk-sagepub-com.proxy.library.carleton.ca/reference/intlpoliticalscience/n325.xml> .

- [Access on the University Network, through the Library, or ARES].
- Michael Doyle and Stefano Recchia. “Liberalism and International Relations,” in Bertrand Badie, Dirk Berg-Schlosser & Leonardo Morlino, eds., *International Encyclopedia of Political Science* (London: Sage): <https://sk-sagepub-com.proxy.library.carleton.ca/reference/intlpoliticalscience/n326.xml>
 - [Access on the University Network, through the Library, or ARES].

Supplementary reading

- David Graeber and David Wengrow. The Dawn of Everything: A New History of Humanity. Signal/McClelland Stewart, 2021: pp. 37-77.
- Andrew Moravcsik (2013) “Liberal theories of international law.” In Jeffrey L. Dunoff and Mark A. Pollack, eds., *Interdisciplinary Perspectives on International Law and International Relations : The State of the Art* (Cambridge: Cambridge University Press): <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1099883>
 - [Access through the University network or Library system.]

Tutorial 1 – General organization, introductions, administration, and setting up the ‘Nations’ game.

Tutorial Reading

- SESSION ONE OF: Michael Herzig and David Skidmore (1995), Case 202: Nations: A Simulation Game in International Politics (Washington, DC: Georgetown University Institute for the Study of Diplomacy)

Recommended supplementary reading

- Hurrell, Andrew. "Hegemony, liberalism and global order: what space for would-be great powers?." *International affairs* 82.1 (2006): 1-19.

Week 3 (January 23, 2023)

Lecture 5 – Constructivism

Required Reading

- Jutta Brunnee and Stephen J. Toope (2013). “Constructivism and International Law.” In Jeffrey L. Dunoff and Mark A. Pollack, eds., *Interdisciplinary Perspectives on International Law and International Relations : The State of the Art* (Cambridge: Cambridge University Press): <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1099883>
 - [Access through the University network or Library system.]
 - A heavier read, but it does a nice job of setting out the key components of constructivism for our course over the first ten pages or so.
- Matthew Hoffmann (2010). “Norms and Social Constructivism in International Relations,” in *Oxford Research Encyclopedia of International Studies*: <https://doi.org/10.1093/acrefore/9780190846626.013.60>

Supplementary reading

- Berger, Peter L., and Thomas Luckmann. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, Open Road Integrated Media, Inc., 1967. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=1804796>.
 - [Available through the University network or via the Library]
- Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." *International organization* 46.2 (1992): 391-425.

Technical session 1

Lecture 6 – Study skills and class skills – reading, writing, and tutorial pedagogy

Complete the following two virtual workshops linked on the Brightspace page:

1. *Introduction to the Fundamentals of Academic Writing*
2. *Writing for Academic Purposes*

Recommended reading

- Elwyn Brooks White and William Strunk. *The elements of style*. New York: Macmillan, 1972.

Tutorial 2

Tutorial Reading

- Corinda G. Dallmeyer (1993), Case 164: The Kuwait Crisis: Sanctions, Negotiations, and the Decision to Go to War (Washington, DC: Georgetown University Institute for the Study of Diplomacy).

Module 3 – Building blocks of international law and politics

Week 4 (January 30, 2023)

Lecture 7 – Defining the ‘subjects’ of international law

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Chapter 6 and Chapter 8.

Lecture 8 – Sources of international law

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 3.

Supplementary Reading

- Jan Klabbers. International Law. Cambridge University Press: Chapter 2

Tutorial 3

Required Reading

- Rebecca Katz. "Global Governance of Disease." *Georgetown Institute for the Study of Diplomacy Case #342*.

Week 5 (February 6, 2023)

Lecture 9 – Sovereignty, regimes, institutions, and international organizations

Required Readings

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Chapter 5.
- Philpott, Daniel, "Sovereignty", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.):
<https://plato.stanford.edu/archives/fall2020/entries/sovereignty/>.

Supplementary Readings

- Jens Bartelson. "Sovereignty," in Bertrand Badie, Dirk Berg-Schlosser & Leonardo Morlino, eds, *International Encyclopedia of Political Science* (London: Sage):
<https://sk-sagepub-com.proxy.library.carleton.ca/reference/intlpoliticalscience/n573.xml>
[Access on the University Network, through the Library, or ARES].
- Jonathan Ian White (2019). "A Critical Reflection on Sovereignty in International Relations Today." <https://www.e-ir.info/2019/02/09/a-critical-reflection-on-sovereignty-in-international-relations-today/>

Lecture 10 – So you want to have a treaty? When and how to do it.

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 9.
- Laura Barnett (2008). "Canada's Approach to the Treaty-Making Process." *Library of Parliament Research Publications Publication No. 2008-45-E*:
https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/200845E

Tutorial 4

Required Reading

- SESSION TWO OF: Michael Herzig and David Skidmore (1995), *Case 202: Nations: A Simulation Game in International Politics* (Washington, DC: Georgetown University Institute for the Study of Diplomacy)

Week 6 (February 13, 2023))

Lecture 11 – Enforcement of international law?

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 7 and Chapter 17.

- Noel Kwon (2015). "International Law Is Not Domestic Law." <https://www.internationalaffairs.org.au/news-item/international-law-is-not-domestic-law/>
- SciShow (2016). "Game Theory: The Science of Decision-Making." <https://youtu.be/MHS-htjGgSY>

Supplementary reading

- Ohlin, Jens David. "Nash equilibrium and international law." *European journal of international law* 23.4 (2012): 915-940.

Technical session 2

Lecture 12 – Embarking on a research essay and avoiding plagiarism

--what is a scholarly source, how to ask a question, how to frame an essay
how to make sure you aren't booked for plagiarism

Complete the following two virtual workshops linked through the Brightspace page:

1. *Academic Integrity*
2. *Introduction to Starting Academic Papers*

Required Reading

- Research Essay Introduction Assignment – Guidelines. Course Brightspace page.

Tutorial 5

Required Reading

- William E. Westermeyer & Christopher C. Joyner (1989), Case 146: Negotiating a Minerals Regime for Antarctica, 1981-1988 (Washington, DC: Georgetown University Institute for the Study of Diplomacy):

Supplementary reading

- Akira Iriye, "Introduction," in Global Community: the Role of International Organizations in the Making of the Contemporary World, Berkeley, CA: University of California Press, 2002, MacOdrum JZ4841 .I75 2002
- Martti Koskeniemi, "The Politics of International Law – 20 Years Later," The European Journal of International Law, Vol. 20 no. 1, 2009, pp. 7-19 [CU] [*NB: a very advanced read]

Module 4 – Big subjects in international law and politics I

Week 7 (February 20, 2023)

Lecture 13 – War. (heavy reading load this week, but it is core to international law)

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 19 and Chapter 20. ARES –
- ICRC, "Rules of War (In a Nutshell)." <https://youtu.be/HwpzzAefx9M>
- John S Reed. "Just War". Paul Joseph, ed., *The Sage Encyclopedia of War* (London: Sage): <https://sk-sagepub-com.proxy.library.carleton.ca/reference/the-sage-encyclopedia-of-war-social-science-perspectives/i10167.xml>

- [access through University network, Library, or ARES].

Lecture 14 – Security and human rights

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 14. ARES – https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022655826405153
- Nidhi Shendurnikar. “Human Security,” in Paul Joseph, ed., *The Sage Encyclopedia of War* (London: Sage): <https://sk-sagepub-com.proxy.library.carleton.ca/reference/the-sage-encyclopedia-of-war-social-science-perspectives/i9305.xml>
 - [access through University network, Library, or ARES].
- Sally Carlton & Yvette Selim. “Human Rights,” in Paul Joseph, ed., *The Sage Encyclopedia of War* (London: Sage): <https://sk-sagepub-com.proxy.library.carleton.ca/reference/the-sage-encyclopedia-of-war-social-science-perspectives/i9219.xml>

Supplementary Reading

- Taylor B Sebolt (2017). “Humanitarian Intervention and International Security,” in *Oxford Research Encyclopedia of International Studies*: <https://doi.org/10.1093/acrefore/9780190846626.013.217>

Tutorial 6

Required Reading

- Michael K McDonald (2012). Case 328: Pharmaceuticals, Patents, and U.S. Trade Policy. Georgetown Institute for the Study of Diplomacy.

READING WEEK

Week 8 (February 27, 2023)

Lecture 15 -- Trade and economics

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Introduction and Chapter 15.
- Marc D Froese (2019). “World Trade Law,” in *Oxford Research Encyclopedia of International Studies*: <https://doi.org/10.1093/acrefore/9780190846626.013.115>

Supplementary Readings

- Government of Canada. “Overview of International Financial Institutions.” <https://www.tradecommissioner.gc.ca/development-developpement/mdb-overview-bmd-apercu.aspx?lang=eng>

Technical session 3

Lecture 16 – A BGIInS trigger warning and resources for mental health

Tutorial 6

Required Reading

- Elizabeth R. DeSombre & J. Samuel Barkin, *CASE 254, The Turbot War: Canada, Spain and Conflict over the North Atlantic Fishery* (Washington, DC: Georgetown University Institute for the Study of Diplomacy):

Week 9 (March 6, 2023)

Lecture 17 – International criminal law

Required Reading

- Elizabeth Wilmschurst (2019). “Strengthen the International Criminal Court,” Chatham House Expert Comment:
<https://www.chathamhouse.org/2019/06/strengthen-international-criminal-court>
- Kyle Rapp and Kelebogile Zvobgo (2021). “Biden reversed Trump’s sanctions on International Criminal Court officials. What happens now?” *Washington Post – The Monkey Cage* (April 5):
<https://www.washingtonpost.com/politics/2021/04/05/biden-reversed-trumps-sanctions-international-criminal-court-officials-what-happens-now/>

Lecture 18 – International environmental law

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Chapter 16.
- Nicholas Amendolare (2017). “What is the Tragedy of the Commons?” *TED-Ed*:
<https://youtu.be/CxC161GvMPc>

Supplementary Reading

- Intergovernmental Panel on Climate Change (2021). *Climate Change 2021: The Physical Science Basis: Summary for Policy Makers (WHO/UNEP)*: https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf

Tutorial 7

Required Reading

- SESSION THREE OF: Michael Herzig and David Skidmore (1995), Case 202: Nations: A Simulation Game in International Politics (Washington, DC: Georgetown University Institute for the Study of Diplomacy)

Module 5 – Big subjects in international law and politics II

Week 10 (March 13, 2023)

Lecture 19 – Soft law

Required Reading

- Guzman, Andrew, and Timothy L. Meyer. "Explaining soft law." (2010). First three sections are most important. Accessible at
<https://escholarship.org/content/qt90w080tp/qt90w080tp.pdf>

Supplementary Reading

- Paulo, Sebastian, and Helmut Reisen (2010). "Eastern donors and western soft law: Towards a DAC donor peer review of China and India?" *Development Policy Review* 28 (5): <https://doi.org/10.1111/j.1467-7679.2010.00497.x>

Technical session 4

Lecture 20 – Dealing with charged subjects and cross-cultural study

- differentiating between empathy and appropriation
- importance of studying the distastefully wrong and how to do it safely

Tutorial 8

Required Reading

- Alberto Coll (1997), Case 249: The Problems of Doing Good: Somalia as a Case Study in Humanitarian Intervention (Washington, DC: Georgetown University Institute for the Study of Diplomacy.

Supplementary reading

- Evans, Gareth, and Mohamed Sahnoun. "The responsibility to protect." *Foreign affairs* (2002): 99-110.
- Tourinho, Marcos, Oliver Stuenkel, and Sarah Brockmeier. "'Responsibility while protecting': Reforming R2P implementation." *Global Society* 30.1 (2016): 134-150.

Week 11 (March 20, 2023)

Module 6 – Critical questions for international law and politics

Lecture 21 – International law and domestic courts

Required Reading

- Malanczuk, Peter. *Akehurst's modern introduction to international law*. Routledge, 1997: Chapter 4.
- Dan Zartner (2017). "Internalization of International Law," in *Oxford Research Encyclopedia of International Studies*: <https://doi.org/10.1093/acrefore/9780190846626.013.225>

Lecture 22 – Legal extra-territoriality of the powerful

Required Reading

- Dan Svantesson (2015). "The concept of 'extraterritoriality': widely used, but misguided and useless," *OUPBlog*: <https://blog.oup.com/2015/11/extraterritoriality-law/>
- Dam, Kenneth W. "Economic and political aspects of extraterritoriality." *The International Lawyer* (1985): 887-896. <https://proxy.library.carleton.ca/login?url=https://www.jstor.org/stable/40705649>
- Guillermo Jorge (2019). "The Impact of Corporate Liability on Corruption in Latin America," *AJIL Unbound* Vol 113: DOI: <https://doi.org/10.1017/aju.2019.57>

Tutorial 9

Required Reading

- Curtis H Martin (2005), Case 304: Going to the United Nations: George W. Bush and Iraq (Washington, DC: Georgetown University Institute for the Study of Diplomacy):

Supplementary reading:

- Bluth, Christoph. "The British road to war: Blair, Bush and the decision to invade Iraq." *International affairs* 80.5 (2004): 871-892.

Module 7 – Wrap up and future directions

Week 12 (March 27, 2023)

Lecture 23 – Leaving the North Atlantic: Different worldviews and attitudes

Required Reading

- Oliver Stuenkel (2016). *Post-Western World: How Emerging Powers are Remaking World Order* (London: Polity Press): <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=4696315> [
○ [access through University network, Library, or ARES]

Supplementary Reading:

- Ikenberry, G. John. 2018. 'The End of Liberal International Order?' *International Affairs* 24:1, pp. 7-23.
- Allison, Graham (2017). *Destined for war: Can America and China escape Thucydides's trap?* (Houghton Mifflin Harcourt, 2017)
 - The 'horror story' read by many US policy makers and thus very useful for understanding some of the ideas circulating in Washington.

Lecture 24 – STUDENT CHOICE – WHAT DO YOU WANT COVERED HERE?

- We'll have a class discussion about what to cover in this space.

Tutorial 11

Required Reading:

- SESSION FOUR OF: Michael Herzig and David Skidmore (1995), Case 202: Nations: A Simulation Game in International Politics (Washington, DC: Georgetown University Institute for the Study of Diplomacy)

Week 13 (April 3, 2023)

Lecture 25 – STUDENT CHOICE – WHAT DO YOU WANT COVERED HERE?

- We'll have a class discussion about what to cover in this space.

Lecture 26 – Course wrap up and conclusion.

****END OF SYLLABUS****