

The following syllabus is subject to change. The instructor will announce any changes well in advance.

**RUTGERS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE**

INTERNATIONAL LAW

Spring 2021

Course: 01:790:362:01

Instructor: Dilafruz Nazarova

Class meetings: Mondays, 9:15am -12:15pm

Class location: on [Zoom](#) accessible via [Canvas](#)

E-mail: dilafruz.nazarova@rutgers.edu

Office hours: Tuesdays, 2-3 pm or by arrangement via [Zoom](#)

COURSE DESCRIPTION

This course introduces students to the ways in which international law interacts with international politics. International law is inherently political and cannot be understood in isolation from domestic and international politics. The course examines the use, design, and consequences of international law for a wide range of actors in world politics, but the main focus will still be on nation-states. Why do states agree to create international agreements that limit their sovereignty? Why do international agreements differ so much in their form and content? How and to what extent has international law facilitated the achievement of common objectives? How much has international law shaped the foreign and domestic policies of state and non-state actors?

Throughout the course we will pay special attention to evaluating both the logic and evidence supporting various theories on the causes and consequences of international law. We will examine how international law is formed and operates across a variety of substantive areas, including economic affairs, human rights, and armed conflict. Upon completing the course students will not only be acquainted with the main types of explanations for international law but will also be able to evaluate evidence supporting or impugning these explanations. Students should also be able to apply this knowledge to hypothetical or real-world scenarios in order to assess the prospects and limits of international law for addressing current and future issues in world politics.

All the information found in this syllabus, as well as readings, assignments, and announcements will be posted on the Canvas course website. It is the student's responsibility to check the website on a frequent basis.

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COURSE MODALITY

This course is taught in synchronous mode meaning that students and the instructor meet live at the designated time (Mondays, 9:15am –12:15pm). In this course we will utilize [Canvas](#) as our Learning Management System and [Zoom](#) for live sessions. All students are expected to login to Canvas at least five minutes prior to the beginning of the class session to access Zoom meeting link. To access the Canvas course site, please visit [Rutgers Canvas](#) and log in using your NetID. For more information about course access and support contact [Canvas Help](#), via email at help@canvas.rutgers.edu, or call 877-361-1134. Activate your [Zoom account](#) and login using your NetID. Each live meeting will last approximately 60-100 minutes and for the remaining time students will be given tasks to complete individually or in groups. Each student is expected to allocate Mondays, 9:15am –12:15pm to this course as if they are attending a class in person. All live meetings will be recorded and posted on Canvas the next day (on Tuesdays). In addition to live meetings and 'class work' during the scheduled times, students will be completing other assignments as described below.

COURSE RESOURCES

Students are not required to buy any books for this class as the reading materials will be provided on Canvas. In addition to assigned readings, students must read one or more of the following news media: BBC, the New York Times, the Economist, the Financial Times, the Washington Post, Foreign Policy, Foreign Affairs, Newsweek, UN News or other comparable international papers to keep abreast of current events. Reading a daily news source will be central for the course by providing a valuable opportunity to grasp and apply key concepts to contemporary international law.

COURSE ASSESSMENTS

Your grade in the course will be determined by following components:

In-class news reports	5%
Quizzes	15%
Discussion comments	30%
Research paper	30%
Final exam paper	20%

Grading policy and appeals

Final grades will be assigned according to the following scale:

>=90 = A; 85 – 89 = B+; 80 – 84 = B; 75 – 79 = C+; 70 – 74 = C; 60 – 69 = D; 59=<= F

A student wishing to appeal any grade must make their request in writing prior to meeting with the instructor. The written appeal must be typed and clearly state the reason(s) the student feels the grade they received is incorrect. Appeals must be made within two weeks of when the exam or assignment was originally returned to the class. Appeals simply asking for more points will not be considered. The instructor reserves the right to re-grade the entire exam or assignment once an appeal is made.

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COURSE ACTIVITIES

Class participation

The format of this course includes combination of lectures and virtual discussions. Therefore, students are expected to attend each session prepared to discuss the weekly reading assignments. This means readings should be completed before each meeting. The reading load is quite substantial with an average of around 70 pages per week. The readings also are quite challenging both theoretically and empirically, which means they cannot be skimmed and students should plan ahead accordingly.

Discussion comments (30%)

Whereas there is no participation grade in this course, each student is expected to contribute to the class discussions that will be evaluated both on the quantity and quality of oral/written comments from students during online class session and offline class activities.

News reports (5%)

Each week instructor will assign students to work on news-reports. Such work will include reading news articles on international law and 5 minutes report to the class at the beginning of each session. Each student will present one news report during the semester.

Quizzes (15%)

There will be three short in-class quizzes based on the assigned materials. Students will have only one attempt to take the quiz.

Research paper (30%)

There is no midterm exam in this course. However, students will be required to write 10-12 page (font size 12, double-spaced) original research paper examining an aspect related to international law. Details will be provided in a separate handout, but the paper must involve a significant amount of original research. Outline of the research paper and bibliography is due on Monday, March 1 by 11:55 pm online on Canvas. Outline and bibliography will not be graded but it is in your interests to show me your progress so I can guide your research and recommend materials. The final paper is due on Monday, April 12 by 11:55 pm online on Canvas.

Final exam paper (20%)

For the final exam paper, students will receive six questions on the topics we covered in the class throughout the semester. This will be a take-home open-book exam. Students will have to choose TWO questions to answer and will have 24 hours to submit response. Student responses should be 6 to 10 pages long total, (font size 12, double-spaced). Take-home open book exam starts on Tuesday, May 11 at 8 am and end on Wednesday, May 12 at 8 am. In other words instead of regular three hour exam, students will have 24 hours!

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SUPPORT AND POLICIES

Communication

Throughout the semester, I will communicate with you via either Canvas Announcements or your Rutgers email account. Please review the following page for [Accessing Rutgers email](#). I will be available to talk after the class and during my office hours (Tuesdays, 2-3 pm) and upon appointment. Please, do not hesitate to write me e-mail at dilafruz.nazarova@rutgers.edu with any questions or concerns. If you have general questions about the course, assignments, due dates, etc., please use “[Class Help](#)” discussion on Canvas.

If you experience a legitimate emergency that prevents you from attending live meeting (see “Reporting absences” below) or completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Please, state the nature of the emergency, and when you expect to turn in the coursework. Make up work for missed assignment will be discussed individually. Final exam paper make up can be granted only in exceptional circumstances. If you are unable to complete the coursework during the semester due to some catastrophic issue, you must contact me immediately to discuss your alternatives.

Classroom expectations

Students are expected to:

- Use their university email address when emailing the Instructor
- Review the how to get started information located in "Getting Started" module.
- Attend live sessions every week and interact online with instructor and peers.
- Have camera on at all time during live sessions.
- Review and follow the course calendar.
- Submit assignments by the corresponding deadline.

Some material covered in this course may be controversial. While debate is expected and in fact encouraged, students are required to conduct themselves in a professional manner at all times. Students are expected to login on time and ready to start class. It is disrespectful to the instructor and your fellow classmates to show up late.

Reporting absences

If a student is sick, has an emergency or other serious circumstances preventing her/him from participating in live session, the suggested policy is as follows: “Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.” An email is automatically sent to the instructor. Please note, reporting your absence does not "excuse" you. Therefore, in addition to reporting your absence on the website, students are required to contact me directly with explanations and when possible present documented excuse.

Late policy

Late assignments will be deducted 10% per day to a maximum of ten days. Assignments will not be accepted after ten days. It is your responsibility to ensure late work reaches me.

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Extensions are only available under the direst of circumstances, such as a documented illness or debilitating injury spanning much of the time when you could have worked on the assignment. Even in these exceptional cases, you are responsible for informing me ahead of time, when circumstances permit, that an assignment will be late. Unnecessary delays in notification will disqualify you for an extension.

Academic honesty and plagiarism

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and do not know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Academic integrity means, among other things that you as a student must:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

All Rutgers students are expected to honor the following pledge, which is included in every assignment they are submitting in this course:

“On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

The consequences of scholastic dishonesty are very serious. If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor. Students are also advised to consult the following links that provide more information and plagiarism tutorials:

<http://academicintegrity.rutgers.edu/>

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

http://www.libraries.rutgers.edu/avoid_plagiarism

<http://academicintegrity.rutgers.edu/resources-for-students/>

Student Code of Conduct

Students are required to adhere to the [University Student Code of Conduct](#) delineated in the Rutgers Student Affairs website [Student Conduct](#) page.

Academic Services

- For academic support visit [Rutgers Academics Student Support](#)
- Any student can obtain tutoring and other help at the [Learning Centers](#) on each campus

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- For coaching help with writing skills and assignments visit the [Writing Coaching](#) webpage
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries](#).

Accommodations and disability services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](#).

If you do not have documented disability but nevertheless struggling with studies and course requirements due to some health, family or other issues, speak to me sooner rather than later. I cannot help you if I am not aware of your problems.

Rutgers Student Health Services

[Rutgers Student Health Services](#) is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. Services are available at several locations throughout the New Brunswick-Piscataway area. For more information visit: <http://health.rutgers.edu/>

Student Wellness Services

[Just In Case Web App](#) <http://codu.co/cee05e> Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884; 17 Senior Street, New Brunswick, NJ 08901; <http://health.rutgers.edu/medical-counseling-services/counseling/> CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181; 3 Bartlett Street, New Brunswick, NJ 08901; www.vpva.rutgers.edu/ The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Scarlet Listeners

The following syllabus is subject to change. The instructor will announce any changes well in advance.

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Veteran Services

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services](#) website for more information.

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COURSE STRUCTURE & REQUIREMENTS

The following is a preliminary schedule of topics and readings for the course. The schedule and reading list is subject to change based on the class dynamic. The instructor will clearly announce any changes in advance

MODULE 1

Lesson 1 (January 25): Norms and International Law

- Henderson, Conway W. 2010. Ch.1 “The Rise of International Law.” In *Understanding International Law*. Chichester, U.K.: Wiley-Blackwell. (3-24).

Discussion paper due online at 11:59 pm, Monday, January 25

Lesson 2 (February 1) Where Does International Law Come From? Sources of International Law

- Dixon, Martin. 2013. Ch.2 “The Sources of International Law.” In *Textbook on International Law*. Oxford, U.K.: Oxford University Press. (24-54)

Discussion paper due online at 11:59 am, Monday, February 1

Lesson 3 (February 8): Who are the Masters (and Servants) of International Law? Actors in International Legal Politics

- Henderson, Conway W. 2010. Ch.2 “A World of Actors: A Question of Legal Standing.” In *Understanding International Law*. Chichester, U.K.: Wiley-Blackwell. (27-55).
- Schachter, Oscar. 1998. "The Decline of the Nation-State and its Implications for International Law". *Columbia Journal of Transnational Law* (36): 7-23.

**** Module 1 in-class quiz on February 8****

MODULE 2

Lesson 4 (February 15): Why Sign On to International Law in the First Place? Understanding Commitment

- Simmons, Beth A. 2009. Ch.3 “Theories of Commitment”. In *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge, U.K.: Cambridge University Press. Excerpt from (57-111).

Discussion paper due online at 11:59 am, Monday, February 15

Lesson 5 (February 22): Commitment Cont'd; Why Do Treaties Differ So Much? Institutional Design

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- Abbott, Kenneth W., Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. 2000. "The Concept of Legalization." *International Organization* 54 (3):401-419.
- Koremenos, Barbara, Lipson, Charles and Snidal, Duncan "The Rational Design of International Institutions," *International Organization* 55, 4 Autumn 2001: 761-800.

****Module 2 in-class quiz on February 22****

MODULE 3

Lesson 6 (March 1): If International Law is So Weak, Why Do States Comply? International Sources of Compliance and Enforcement

- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge, U.K.: Cambridge University Press. Ch.4 "Theories of Compliance" (112-155).
- Downs, George W., David M. Rocke, and Peter N. Barsoom. 1996. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* 50 (3): 379-406.

****RESEARCH PAPER OUTLINE AND BIBLIOGRAPHY DUE ONLINE ON MONDAY, MARCH 1 at 11:55 PM****

Lesson 7 (March 8): Still More (Non)Compliance – Domestic Sources con compliance and Enforcement

- Chesterman, Simon & Pouligny, Beatrice. 2003. "Are Sanctions Meant to Work? The Politics of Creating and Implementing Sanctions Through the United Nations". *Global Governance* 9:503-518.
- Kirgis, F. 1996. "Enforcing International Law", *Insights* 1, January 22, 1996.

****Module 3 in-class quiz on March 8****

****NO CLASS ON MARCH 15****

MODULE 4

Lesson 8 (March 22): The Softer Side of Law – Human Rights

Discussion paper due online at 11:59 am, Monday, March 22

Lesson 9 (March 29): The Laws of War, or a War on Laws? The Use of Force and International Humanitarian Law

Lesson 10 (April 5): Do Money and Law Mix? International Law and Economic Affairs

Discussion paper due online at 11:59 am, Monday, April 5

Lesson 11 (April 12): Greening Regulations – International Law and the Environment

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****Research paper due online, Monday, April 12 at 11:55 pm****

Lesson 12 (April 19): Looking Forward, or Looking Inward? The United States, Domestic Law, and the International Legal System

Lesson 13 (April 26): To be determined by the class

Discussion paper due online at 11:59 am, Monday, April 26

Lesson 14 (May 3): To be determined by the class

***Take-home open book exam online starts**

at 8:00 am Tuesday, May 11 and ends 8 am Wednesday, May 12