

**Tentative – Subject to Change**



**LAW 305: International Influence: Law and Power (4 units)  
Fall 2022**

**Location: Taper Hall (THH B9)**

**Instructor: Prof. Iryna Zaverukha**

**Office: TBD**

**Office Hours: Monday and Wednesday: 12:00 – 2:00 pm**

Other times available by appointment

**Contact Info: TBD**

**Academic Calendar: Fall Semester 2022**

**68 instructional days**

Classes Begin	Mon	August 22
Labor Day	Mon	September 5
Fall Recess	Thu-Fri	October 13-14
Veterans Day	Fri	November 11
Thanksgiving Holiday	Wed-Sun	November 23 – November 27
Classes End	Fri	December 2
Study Days	Sat-Tue	December 3-6
Exams	Wed-Wed	December 7-14
Winter Recess	Thu-Sun	December 15 – January 8

## **Course Description**

The behavior of nations and state actors cannot be explained by international law or diplomacy alone. This course examines theories of international decision making, and explores the ways in which law and power combine to influence the behavior of nations. Students will study existing structures for adjudicating disputes between nations and the theory those structures are based on. Building on this knowledge, students will study when and why certain nations choose to recognize or ignore international jurisprudence. Understanding the incentives behind state actions, students will learn to analyze international legal disputes from the mindset of different states and actors.

## **Learning Objectives**

- Students will understand the concept of international law as a process, practice, system, and field of law that regulates the behavior of nation-states.
- Students will understand the philosophic underpinnings of international law and international relations.
- Students will be able to identify patterns in international disputes and the resolution of those disputes.
- Students will gain a basic understanding of different theories of international law jurisprudence.
- Students will be able to articulate in written work and in class discussion the benefits and downsides of different approaches to analyzing international law.
- Students will view international disputes from the perspectives of multiple interests and parties.
- Students can identify different incentives for nations to act on the international stage.
- Students will understand how international adjudicators seek to solve problems and achieve “justice.”

**Prerequisite(s):** NA

**Co-Requisite(s):** NA

**Concurrent Enrollment:** NA

**Recommended Preparation:** NA

## **Required Readings and Supplementary Materials**

1. Chimene I. Keitner, *International Law Frameworks*. Foundation Press, Fifth Edition, 2021.
2. As some reading is assigned in this Syllabus, the list of required and supplementary materials for each class is expected to be revised based on current international news, events and release of new publications.  
Consult Syllabus via Blackboard.

Optional Background Reading:

[Supplemental guide to aspects of international law](#)

## **Description and Assessment of Assignments**

### **Attendance and Participation:**

- Active participation in class discussions and exercises is expected.
- Regular and punctual attendance in class is required.
- Students are expected to have read the assigned readings for each class, and to submit a discussion question before the class.
- Students are expected to present the topic of their interest in the class.
- Students are expected to submit a paper on a selected topic by the date of the final examination.
- If students are experiencing any difficulties in the course, they are encouraged to reach out to the professor.

### **Midterm**

Multiple choice test of 20 questions.

**Final research paper (essay) on selected subject** (5-8 pages) submitted in hard copy by 12 a.m. on the day of scheduled final exam. The final written product should reflect understanding of the problem/issue as well as recommendations to the solution of the problem/best development of the situation, and will be based on legal analysis, reasoning, and synthesis. The paper requires application of skills in legal research and writing. Maximum number of points for your paper is 20.

**Presentation of your research.** You will have an opportunity to present the outcomes of your research in class. The date of your presentation will be scheduled by the professor after all students submit outlines. The schedule and the topics of all the presentations will be announced to the class. Every student will have an opportunity to submit questions to the presenters (see the instruction below). Duration of presentation is 5-10 minutes. Maximum number of points is 20.

**Questions for presenters.** Each student has a chance to submit up to ten questions (in writing) to selected presenters on selective topics on different days (not more than two questions for one presentation). The question/s shall be submitted in class by the end of the presentation. One question is worth 1 point; maximum 10 points for questions. Students who choose not to ask questions will lose an opportunity to earn “question points.”

### **Discussion Questions:**

- Students are expected to come to class with a written response to the discussion question submitted to the teaching assistant before the start of class. Response to each question is limited to 500 words and can be submitted via Blackboard. Discussion questions will be posted via Blackboard one week in advance.

## Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Attendance and discussion	10	10%
Completion of weekly readings and assignments (discussion questions)	20	20%
Midterm	20	20%
Presentation	20	20%
Questions to the presenter	10	10%
Final Paper	20	20%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

\*Note: Frequent unexcused absences can result in a lower grade at the Professor's discretion.

## Grading Scale

Course final grades will be determined using the following scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Assignment Submission Policy

Weekly assignments and the final paper can be submitted via Blackboard.

Final paper will be graded down 1/3 of a grade for each day late. Thus, papers that would have received an A- if turned in on time will receive a B+ if turned in one day (up to 24 hours) late. You cannot pass the course unless you turn in your final paper and present in class.

## Additional Policies

Late assignments will not be accepted without advanced notice and a justified reason.

## Course Schedule: A Weekly Breakdown

Date	Topics/Daily Activities	Readings/Preparation	Deliverables
<b>Introduction to the course</b>			
08/22	States as subjects of international law and power mechanisms of the states to influence the behaviours of others.	<p>Chimene I. Keitner: p. 85-98;</p> <p>Convention on rights and Duties of States (Montevideo Convention) Dec. 26, 1933</p> <p>Declaration on principles of international law friendly relations and co-operation among states in accordance with the charter of the united nations, Oct. 24, 1970</p> <p>In re Secession of Quebec, Supreme Court of Canada 2S.C.R. 217(1998)</p> <p>Emily Meierding, Rachel Sigman, Understanding the Mechanisms of International Influence in an Era of Great Power Competition, <i>Journal of Global Security Studies</i>, 6(4), 2021</p>	<p>Reading the assignment and participation in the class discussion;</p> <p>Writing Submission: Identify and list from one to three topics of your highest interest in this course. If you have a particular interest in a certain state, territory, region, or a concept, a source, a principle or other phenomena of international law or international relations think about it in perspective of your future research.</p>
08/24	States: identity, recognition and secession.	<p>UN, The question of Palestine <a href="https://www.un.org/unispal/history/">https://www.un.org/unispal/history/</a></p> <p>Accordance with International Law of the Unilateral Declaration of Independence in Respect of Kosovo, International Court of Justice 2010 I.C.J. 404</p> <p>Erin Blakemore, <i>How the Nagorno-Karabakh conflict has been shaped by past empires</i>, National Geographic, Oct. 15, 2020, available online <a href="https://www.nationalgeographic.com/history/article/how-nagorno-karabakh-conflict-shaped-by-past-empires">https://www.nationalgeographic.com/history/article/how-nagorno-karabakh-conflict-shaped-by-past-empires</a></p> <p>Zaverukha I., <i>Terra Incognita on the Map of Europe: Crimea and the Donetsk and Luhansk Regions</i>, ABA Section of International Law Europe Update, Ukraine Special Edition, Issue 15, June 2017</p>	<p>Class discussion;</p> <p>Writing Submission: How do you reconcile a principle of territorial integrity and right of people to self-determination?</p>
08/29	Historic influences on international law and ancient international law.	<p>Chimene I. Keitner: p. 3-8;</p> <p><a href="#">Influence of Roman Law on Modern International Law Ancient Treaty</a></p>	

		The Treaty Between the Jews and the Romans (CIRCA 160 BC), 1 Maccabees 8:1-29 (Good News Bible with Deuterocanonicals/Apocrypha) <a href="#">The Peace of Westphalia</a> <a href="#">North Atlantic Treaty (1949)</a>
08/31	Custom and other sources of international law.	Chimene I. Keitner: p. 31-56 TBD
09/07	International and non-governmental organizations.	Chimene I. Keitner: p.117-129 TBD
09/12	State responsibility.	Chimene I. Keitner: p. 101-111 TBD
<b>Formal Structures of International Governance and Law</b>		
09/14	UN: history and structure.	<a href="#">United Nations Charter</a> <a href="#">United Nations on its own structure</a> <a href="#">United Nations Structure Chart</a> <a href="#">New York times: What is the United Nations?</a> <a href="#">Uniting for Peace Resolution, General Assembly Resolution 377 November 3, 1950</a>  Michael Ramsden, <a href="#">Uniting for Peace: The Emergency Special Session on Ukraine</a> <a href="https://harvardilj.org/2022/04/uniting-for-peace-the-emergency-special-session-on-ukraine/#_ftn1">https://harvardilj.org/2022/04/uniting-for-peace-the-emergency-special-session-on-ukraine/#_ftn1</a>
09/19	Countermeasures and the use of force.	Chimene I. Keitner: p. 235-254 TBD
09/21	International dispute resolution.	Chimene I. Keitner: p. 59-66 TBD
09/26	International Court of Justice	Chimene I. Keitner: 66-81 I.C.J. website: Read all links under “ <a href="#">jurisdiction</a> ” tab TBD
09/28	International criminal justice.	The Nuremberg Trials (1945-1949) Rome Statute of the International Criminal Court <a href="https://www.icc-cpi.int/sites/default/files/RS-Eng.pdf">https://www.icc-cpi.int/sites/default/files/RS-Eng.pdf</a> Ad hoc Tribunals International Crimes
10/03	International crimes: terrorism tortures	TBD
10/05	International crimes: crime of aggression genocide	TBD Phillippe Sands, What the Inventor of the Word ‘Genocide’ Might Have Said About Putin’s War <a href="https://www.nytimes.com/2022/04/28/opinion/biden-putin-genocide.html">https://www.nytimes.com/2022/04/28/opinion/biden-putin-genocide.html</a> Phillippe Sands, <i>East West Street: On the Origins of Crimes Against Humanity and Genocide</i> (2016).
10/10	Humanitarian intervention and responsibility to protect.	The Kosovo Report, Independent International Commission on Kosovo (2000)  Implementing the Responsibility to Protect, Report of the Secretary-General January 12, 1999 TBD

10/12	Transitional justice.	Ivan Simonovic, Attitudes and Types of Reaction Toward Past War Crimes and Human Rights Abuses <a href="https://openyls.law.yale.edu/bitstream/handle/20.500.13051/6494/17_29YaleJIntlL343_2004_.pdf?sequence=2&amp;isAllowed=y">https://openyls.law.yale.edu/bitstream/handle/20.500.13051/6494/17_29YaleJIntlL343_2004_.pdf?sequence=2&amp;isAllowed=y</a> TBD
10/17	Regional power structures.	<u>A Brief History of the E.U.</u> <u>European Union Charter of Human Rights</u> <u>Brief History of OPEC</u> TBD
10/19	<b>Midterm;</b> In class exercise	
<b>Philosophy of global governance and Incentives of States, Nations, and Other Groups</b>		
10/24	Philosophy of international power / sources of international power.	<u>A definition of international law by ICJ</u> <u>A New Philosophy of International Law</u> , 2013
10/26	Realism debate in international law.	<u>Realism and International Law</u>
10/31	International resource distribution and incentives.	<u>World's Most Resource Wealthy Countries</u> TBD
11/02	Borders and international law.	<u>UPenn Law Review on International Borders</u> ACLU: <u>100 Mile border zone</u>
11/07	Theories of multilateralism.	<u>Bilateralism, Multilateralism and the Architecture of International Law</u>
11/09	Theory of hegemonic stability.	<u>American Hegemony: Myth and Reality</u> The United States and the Postwar Order: Empire or Hegemony? Oona A. Hathaway and Scott J. Shapiro, Welcome to the Post-Leader World <a href="https://foreignpolicy.com/2020/07/04/after-hegemony/?gclid=EAlaIqObChMlu--e1rGr-A1VFyCtBh2_FAXeEAMYASAAEgIKS_D_BwE">https://foreignpolicy.com/2020/07/04/after-hegemony/?gclid=EAlaIqObChMlu--e1rGr-A1VFyCtBh2_FAXeEAMYASAAEgIKS_D_BwE</a> July 4, 2020 TBD
<b>Informal Power Structures</b>		
11/14	“Hard Power” and “Soft Power” as enforcement mechanisms of international law.	<u>British Royal Family</u> , the Guardian <u>Panda Diplomacy</u> , the Financial Times USC Center on Public Diplomacy: <u>Hard Law, Soft Power</u> TBD
11/16	International sanctions as an enforcement mechanism.	TBD Council on Foreign Relations, <u>What are economic sanctions?</u> <u>United Nations Security Council on Sanctions</u> Bloomberg <u>QuickTake: Sanctions</u> The Economist, <u>Why sanctions do not always work</u> Optional: Planet Money
11/21	Global food security issues.	Sarah Kaplan, 49 million people face famine as Ukraine war, climate disasters intensify <a href="https://www.washingtonpost.com/climate-environment/2022/06/13/climate-disasters-collide-with-ukraine-war-deepen-hunger-crisis/">https://www.washingtonpost.com/climate-environment/2022/06/13/climate-disasters-collide-with-ukraine-war-deepen-hunger-crisis/</a>

		TBD
11/28	Student presentations and discussions; in-class exercise.	
11/30	Student presentations and discussions; in-class exercise.	
	Student presentations and discussions; in-class exercise.	
<b>FINAL</b>	Final Paper Due	Refer to the final exam schedule in the USC <i>Schedule of Classes</i> at <a href="http://classes.usc.edu">classes.usc.edu</a> .

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)



Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

[eetix.usc.edu](http://eetix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services (OSAS) - (213) 740-0776*

[osas.usc.edu](http://osas.usc.edu)

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)*

[chan.usc.edu/otfp](http://chan.usc.edu/otfp)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.