Instructor: Melody Huckaby Rowlett, J.D. Ph.D.
Email: mrowlett@uwf.edu
Office: Virtual
Office Hours: By Appointment

Required Texts:
Accompanying website: college.cqpress.com/Sites/Rochester/home.aspx

Lecture 1: http://youtu.be/b1-l54apylG
Lecture 2: http://youtu.be/xqi4yJeKXZc
Lecture 3: http://youtu.be/7yA6dKEAN9w

**Goal of the Course:** To acquaint students with the principles and practice of International Law as it intersects with the politics of International Relations. To acquaint students with the nature, history and trends of legal controls on international behavior as well as the conflict between theory and practice. Cases will be used to illustrate various points of law.

If you are interested in a major or minor in Political Science, Pre-Law, or International Studies, you should contact the Department of Government at 850-474-2929. If you are undecided about your major you should contact your academic advisor or the Career Center at 850-474-2254.

**Grade Calculation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes and Discussions</td>
<td>10%</td>
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<tr>
<td>2 Short Briefs</td>
<td>20%</td>
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<tr>
<td>Mid-Term</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<td>Simulation</td>
<td>10%</td>
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<tr>
<td>Final Brief</td>
<td>20%</td>
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**Grading Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% – 89.9%</td>
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<tr>
<td>C</td>
<td>70% – 79.9%</td>
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<tr>
<td>D</td>
<td>60% – 69.9%</td>
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<tr>
<td>F</td>
<td>Less than 60%</td>
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**Quizzes and Discussion:** Students should prepare the week’s readings, participate in ten (10) discussions, and complete the ten (10) quizzes given over the course. This section is worth 10% of your grade in the class and should be taken seriously, but it is an easy way to get full points!

**Two Short Briefs:** These are two short directed exercises and each is a different type of “brief.” The first will help students to learn how to “brief” a case. A FIRAC Brief is
particularly helpful for students who expect to continue studies at law school, but it is a useful exercise for anyone who must read and understand a legal decision.

1. **FIRAC BRIEF.** This will be due on **September 23.** The simplest and the most common method for analyzing a legal decision is to utilize the FIRAC method. F=Facts, I=Issue, R=Relevant Law (or Rule), A= Application to Facts (or Analysis) and C= Conclusion (which should include Political Ramifications). This method is also used to analyze a hypothetical legal problem that is presented as an examination question.

All students will be assigned one (1) of the cases below. Most cases will be briefed by two (2) students in the class. After you have turned them in and I have returned them to you with feedback, you will have one (1) week to post the brief for your classmates in the appropriate discussion. If you have a preference, let me know in the discussion forum!

*The I’m Alone (U.S.-Canadian Claims Commission)*

*Church v. Hubbart (U.S. Supreme Court)* – see companion website

*Anglo-Norwegian Fisheries Case (ICJ)* – see companion website

*Fisheries Jurisdiction Cases Between the United Kingdom and the Federal Republic of Germany v. Iceland (ICJ)* – see companion website

*North Sea Continental Shelf Cases (ICJ)* – see companion website

*Gulf of Maine Case (ICJ)* – see companion website

*United States v. F/V Taiyo Maru (U.S. District Case)* -

*Roberts Claim (U.S.-Mexico General Claims Commission)* -

*Laura Janes Claim (U.S.-Mexico General Claims Commission)* -
http://untreaty.un.org/cod/riaa/cases/vol_IV/82-98.pdf

*Chattin Claim (U.S.-Mexico General Claims Commission)* -

*North American Dredging Co. of Texas Claim (U.S.-Mexico General Claims Commission)* –

*Banco Nacionale de Cuba v. Sabbatino (U.S. Supreme Court)* – see companion website

*Case Concerning the Factory at Chorzow (PCIJ)* – see companion website

*Texaco Overseas Petroleum Co. v. Libya* (heard by an arbitrator) - http://www.translex.org/261700

*Case of Elettronica Sicula S.p.A.* (ICJ) – see companion website

*Case Concerning the Vienna Convention on Consular Relations (ICJ)* – see companion website

*The LaGrand Case (ICJ)* – see companion website

*Avena and Other Mexican Nationals (ICJ)* – see companion website

I hope that you utilize this method as you research cases for the brief that follows as well as the Final brief.
2. The Second brief is a short Argumentative Brief due February 24, 2013 on an international legal issue of importance to you. It only requires three (3) sources and it will serve as a “warm-up” for the simulation brief you will write for your final brief at the end of the semester and it should only be two (2) to three (3) pages long. The form used for this brief (and the final brief) is as follows:

Argumentative Brief Format:

1. Word Processed and submitted in Dropbox.
2. Length: 2-3 pages (2 full page MINIMUM)
3. Spacing: double
4. Typeface must be a legible font such as Times New Roman, 12 point size
   a. DO NOT USE COURIER or COURIER NEW
5. One inch (1") margins should be used.
6. Use proper citation as posted on the course home site.

Content:

1. Statement of the Issues: This is a very short introductory statement of the political issues involved in the debate. It tells the reader precisely what issues the student is addressing. These statements should be phrased to help one argue FOR a particular conclusion rather than simply against the other side. These statements are very short, generally no more than one sentence per issue, and are generally placed just before the Statement of the Facts.

2. Statement of the Facts: The Statement of the Facts presents the facts from the student’s point of view. The student must explain the situation in a way that helps their argument. This is a very important part of the brief that sets the stage for the argument, and should be presented both to help the reader understand the issues and show the side the student is presenting in the best possible light. But, the student cannot use facts that are without empirical evidence. The student must cite the sources for these facts when not utilizing personal experience.

3. Argument: This is the core of the brief. Students may find the argument to be somewhat like writing a persuasive essay with lots of research references. It presents support for the issues presented earlier. Solid research, in particular, case citation, should be used to back every part of the argument. Arguments must be well-organized and convincing; students will be graded for this portion based on the quality and substance of what is said and the utilization of sources.

4. Conclusion: This is where the student summarizes his or her argument and specifically states the result desired. This should not exceed a single paragraph.

Some broad topics include: deep sea fishing, rights of aliens, humanitarian aid, international violence, war crimes, rules of engagement, genocide, trade, drug trafficking, piracy, intellectual property rights, environmental issues (spills, air pollution, water pollution, greenhouse gas emissions, deforestation), and countless others. Please let me know what topic interests you by no later than February 10, 2013.
Mid-Term: An examination of key terms and concepts through a series of short answer and essay questions. The Mid-Term covers Chapters 1-5 of the text. The mid-term is worth 20% of your grade in the class. It will be submitted the week of March 4 -10, 2013.

Final: An examination of key terms and concepts through a series of short answer and essay questions. The Final covers Chapters 6-9 of the text and has a comprehensive component. This is worth 20% of your grade in the class. It will be submitted the week of April 22 – 28, 2013.

Simulation: There will be one moot court simulation in which students are to sign up for a specific time and they will be required to advocate for whichever side they are assigned. Students will argue either on behalf of Ecuador or the United States in the Tuna Boat Massacre. The week for the simulation is April 8 -14, 2013.

Final Argumentative (Simulation) Brief: Students will use no less than ten (10) sources (hint: the 18 cases you and your classmates have briefed all apply) and they will utilize the following format, this is due no later than April 7, 2013:

Argumentative Brief Format:

1. Word Processed and turned in through Drop-box.
2. Length: 10 - 12 pages (10 full page MINIMUM, no maximum)
3. Spacing: double
4. Typeface must be a legible font such as Times New Roman, 12 point size
   a. DO NOT USE COURIER or COURIER NEW
5. One inch (1") margins should be used.
6. Use proper citation as posted for this class under Course Information.

Content:

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Expectations for Academic Conduct / Plagiarism Policy
As members of the University of West Florida, we commit ourselves to honesty. As we strive for excellence in performance, integrity – personal and institutional – is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, not to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community. Review the university’s academic misconduct policy, available here: http://uwf.edu/academic/policies/misconduct/misconduct.cfm.

If you need assistance understanding and appreciating the seriousness of plagiarism, please contact me immediately.

Student Conduct in the Classroom:
Classroom disruption (whether on campus or online) will not be tolerated. The professor reserves the right to dismiss any student for disruptive behavior. According to the Office of Student Affairs, this includes, “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.”

Assistance
Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.