CPO 4062 - Comparative Judicial Process

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: MW
Class Meeting Time: 03:00PM - 04:15PM
Class Meeting Location: PSY 0106
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Jeffrey Dambly
Title: Instructor
Office Location: HPH 305A
Office Hours
11am - 12pm MW
Email: je574977@ucf.edu

Office Hours

Office hours will be Monday and Wednesday, from 11am-12pm, in my office on the third floor of Howard Phillips Hall (305A). More generally, I will always make my best effort to

be available for questions. You may email me at jeffrey.dambly@ucf.edu at any time. I am often connected to email, so please don't hesitate to follow up if I do not respond quickly. At a maximum, you should expect a response in no later than 1 business day. If designated office hours are problematic, we can also schedule time to meet in office or virtually on Zoom that is convenient for you.

Course Description

CPO 4062 COS-POLS 3(3,0)Comparative Judicial Process: PR: ENC 1102 or POS 2041 or C.I. Study of courts and judges in cross national context. Focus upon judicial recruitment, decisional patterns, and policy outcomes. Occasional.

Student Learning Outcomes

Comparative Judicial Process studies the operations of courts and judges in national and international courts around the world. This is an in-person course. The course material is organized into themed modules that will guide our discussions. University Course Catalog Description: Study of courts and judges in cross national context. Focus upon judicial recruitment, decisional patterns, and policy outcomes.

Please read this syllabus carefully. When you've finished reading this syllabus, you can start with the "Syllabus Quiz" on Webcourses. You must score 5/5 on the Syllabus Quiz by Friday, January 16, 2026.

The objective of this course is to introduce you to courts outside of the United States operate. By the end of this course, I expect you will have a better appreciation for how courts work within governmental systems elsewhere in the world. We will have a particular focus on judges and their decisions. With this end in mind, we hope to also draw comparative analyses and better understand the American judicial system as a result.

The objectives of this class include the following:

- Understand various judicial processes, structures, and influences
- Understand how judicial decisions are made and reasoned
- Understand due process considerations in court
- Understand legal limitations for judicial practices
- Appreciate how judicial and political issues can be distinct – or interrelated
- Engage in discussion and deliberation of judicial issues
- Improve writing, critical thinking, and creative thinking skills
- Build collaboration skills and practice professional work habits
- Prepare you for graduate school or the professional world

Required Course Materials and Resources

No textbooks required
Notes: There is no assigned textbook for this course. Course materials will be assigned primarily from book and journal sources. I do expect that the time dedicated to reviewing and absorbing course material on a weekly basis will be substantial. You will find all course materials on Webcourses either via link or download. After the first week, I expect all reading for the weekly module to be completed in advance so students are prepared to discuss on Mondays. Be mindful that weekly assigned readings vary in length, so some weeks will have heavier reading assignments compared to others. On occasion, you may find additional recommended reading posted in Webcourses. One more note about assigned readings: I assign readings based on the value I expect them to bring to the classroom discussion. I assign readings for many reasons, to include instigating debate about various viewpoints. Please do not assume that an assignment equals an endorsement of any author's views.

Course Assessment and Grading Procedure

This is an entirely in-person course meeting Mondays and Wednesdays (MW) each week. I break down the syllabus into modules. Since we only meet twice a week, I only provide the general theme to be covered in the module on the syllabus. However, it is

your responsibility to stay up to date on where we are, as the schedule may change over time. I reserve the right to amend the syllabus as I deem necessary. Moreover, I want to emphasize the importance of class discussions; the assigned readings are meant to provide a baseline of relevant information. We'll draw out the "why" through in-class discussions. Lectures will also cover materials relevant to the broader conversation that aren't assigned reading (to save you from needing to spend *more* time prepping each week). Finally, you'll note below that participation matters towards your final grade. Thus, you should not expect to skip class and succeed in this course.

Please note that, traditionally, legal courses center around in-class discussions and professors frequently use a Socratic method of instruction based on asking students questions. You should expect a Socratic method in this class. I use it to help moderate a discussion. I don't use it as a scare tactic, but instead I think of it more as a moderator's tool.

Grading - your final grade will be a composite of five factors:

1) **Participation** (10% of your grade)

- Students are expected to attend each class and should be prepared to participate in class discussions, engage in debates, and work collaboratively with their peers. Evidence to the contrary (absences, lack of participation in discussions, lack of preparedness, or lack of effectively supporting classmates) can significantly harm your participation score.

- Participation is distinct from attendance, but I strongly believe that you have to be present to participate. So, attendance will be taken at random throughout the semester and will contribute to your participation grade.

2) **Reflective Papers** (15% of grade)

- Starting no sooner than Week 3, students will submit 2 reflection papers during the semester. A reflection paper will be specific to a particular topical module, and will be due the Friday after the module the student chooses to write about. Students who write a reflection paper in a given week should be prepared to speak to their response the next week in class discussions.

- Reflection papers will reflect a generalized style, in which they (1) provide a sufficient overview of the module's readings and discussions. They will also (2) provide an opportunity for student analysis to consider how the review of this material affects their analysis of the American judicial system in comparison.

- Students will be graded based on writing style as discussed in class (CRAC). My aim is to help guide you in a style appropriate for legal arguments. This should benefit you if you intend to attend law school; if not, it should still help develop professional writing skills.

- Students will be allowed to rely on sources outside of the assigned readings, but must also prioritize and focus on assigned readings as a starting point.

3) **Midterm** (25% of grade)

- For your "midterm," you will be provided a question based on course materials and asked to provide analysis (in essay format) based only on those materials. This will be a timed, online exam proctored via Webcourses that students may tale at their leisure during a dedicated time period. Students must have the technological capabilities to conduct this exam within the Respondus LockDown browser, which include an effective internet connection and web browser.

4) **Module Quizzes (**25% of grade)

- Each week, students will take a timed, online quiz via Webcourses. Each quiz will test students' understanding of the assigned reading and in-class discussions. Students will be provided approximately one week to complete the quiz once it is published, and students may take the quiz at their leisure within that time frame. Quizzes close at a specified time, so students will not be able to make up or take quizzes after that point without prior instructor approval. Quizzes may include a

variety of question styles, to include true/false, multiple choice, best answer, short answer, or essay-style answers.

- Students must have access to a computer and webcam to take quizzes. Quizzes will operate through the Respondus LockDown Browser with webcam and screen monitoring. Should this be a problem for any student, they should discuss with the instructor at the beginning of the course.

5) **Final Exam** (25% of grade)

- The final exam will consist of multiple choice, true false, best answer, and short answer questions. The final exam will be cumulative, and will be proctored during the normal class exam period.

Grading Scale

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Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy, Missed/Late Assignments, and Attendance

Attendance in class is expected and contributes to your participation grade. Make-ups for in-class writing, quizzes, the midterm, or the final exam will only be allowed for official University activities or personal emergencies. Written documentation is required. Late work will not be accepted. Make-up assessments may be different. See UCF Policy 4.401. and UCF Regulation 5.020.

Excused absences include documented illnesses, deaths in the family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Considerations will also be given to students whose dependent children experience serious illness.

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete.

Course Behavior

Very simply, every student should be prepared engaged on a weekly basis. If you are not engaged, it may affect your grade. Your participation and engagement may well be the deciding factor if your overall grade is on the fence to the next-highest grade range (up or down).

Be sure to understand this next point: this course will engage in discussions meant to provoke thoughtful conversation on potentially controversial legal and policy topics. I also include an array of viewpoints in reading materials so that we can critique and debate in class. All viewpoints are to be respected in an academic discussion. In expressing arguments and analysis, please be considerate and mindful of your classmates; please also have the same consideration when listening to the viewpoints of your fellow classmates, regardless of if they are consistent with your political or ideological leanings. I anticipate (and, indeed, expect) engaging, vigorous, and professional discussions. I also expect reasoned, measured, and (again) professional

discussions. Those who act contrary to these expectations may lose the right to participate in class discussions and earn the associated course points.

Artificial Intelligence (AI) Use Policy

Use of Generative Artificial Intelligence (GenAI) is governed on an assignment-by-assignment basis. For each assignment, you must carefully review the instructions to determine whether AI-generated content is permitted. In some cases, you may be permitted (though not required) to use GenAI. When using GenAI, you must disclose specifically where and how it was used in the process of completing the assignment. Unless explicitly allowed, all components of your work must be fully prepared by you. Any attempt to represent GenAI output inappropriately as your own work will be treated as plagiarism. Ultimately, students are responsible for the accuracy and veracity of submitted work whether AI-generated or not. There is significant value in many AI tools, but when authorized they should at most supplement, not replace, your own efforts, to include creative and critical thinking skills.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the

individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit

assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Technology

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions,

student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course materials are available through Webcourses. Students must have the ability to view videos, write, and upload assignments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content or upload assignments as determined by the instructor. Please work early so that if you have any problems, you can receive any needed help prior to assignment due dates and times. Technology will not be an excuse for missing deadlines.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Use of Respondus LockDown Browser for Some Assignments

To take quizzes and exams, you will need to download and use Respondus LockDown Browser. Please see the instructions below.

Hardware/Software Requirements

The following hardware and software technologies are needed to complete the course:

- Desktop or laptop computer
- Webcam
- Microphone
- Either speakers or headphones
- Reliable access to the internet
- Access to Webcourses@UCF
- Access to ucf.zoom.us with NID and NID password
- Respondus LockDown Browser, which you will need to take the quizzes and exams.

Using LockDown Browser and a Webcam for Online Exams

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. A student Quick Start Guide (PDF) is also available.

Then download and install LockDown Browser from this link:

https://download.respondus.com/lockdown/download.php?id=472413933

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into this course.
- Locate and select the **Help Center** button on the LockDown Browser toolbar.
- Run the **Webcam Check** and, if necessary, resolve any issues.
- Run the **System & Network Check**. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk.
- Exit the Help Center and locate the Practice Quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- *Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should also be free of distractions and interruptions.*
    - Turn off all other devices (e.g., tablets, phones, second computers) and place them outside of your reach.
    - Clear your desk of all external materials not permitted — books, papers, other devices, etc.

- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your device for the duration of the test.
- If the device or networking environment is different than what was used previously with the **Webcam Check** and **System & Network Check** in LockDown Browser, run the checks again prior to starting the test.
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims.
  - Ensure your device is on a firm surface (a desk or table). Do NOT have the device on your lap, a bed or other surface where the device (or you) are likely to move.
  - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete.
  - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Reservations

The course syllabus is subject to change. In fact, assignments likely will change as the semester evolves. Please coordinate with your classmates and instructor if you have any questions about upcoming assignments. As the instructor, I reserve the right to amend the syllabus as necessary.

Class Schedule

Course Schedule

Week	Topic

Week	Topic
1	**Jan. 12 - 14: Introduction, Judicial Legitimacy,** **and The Role of Constitutions** Reading Assignments: • Mitchel de S.-O.-I'E. Lasser. *Judicial deliberations*. Oxford University Pr 11 • Garcia-Villegas, M. (2004). Law as hope: Constitutions, courts and soci Latin America.*Florida Journal of International Law*, 16(1).
2	* No Class on Jan. 19th (Martin Luther King, Jr. Day) Reading Assignments: • Epstein, L., Sadl, U., and Weinshall, K. (2021). *The role of comparative analysis of judicial behavior*. The American Journal of Comparative Law 719. • Epstein, L., and Weinshall, K. (2021). The strategic analysis of judicial b comparative perspective. Cambridge University Press, United Kingdom
3	**Jan 26 - 28: The Judicialization of Politics in the United States** Reading Assignments: • Epp, C.R. (1998). The rights revolution. The University of Chicago Pres 4.

Week	Topic
4	**Feb. 2 - 4: The Judicialization of Politics in Latin America** Reading Assignments: • Ansolabehere, K. (2010). More power, more rights? The Supreme Cour Mexico. In Couso, J., Huneeus, A., and Sieder, R. (Eds.), Cultures of le Judicialization and political activism in Latin America. • Sieder, R., Schjolden, L., and Angell, A. (Eds.). The judicialization of po America. Palgrave Macmillan. (Chapters 1-4, 11).
5	**Feb. 9 - 11: England and France** Reading Assignments: • Singh (2017). Divided by a common language: American and British pe constitutional law. *Judicial review*, 22(2). • Tyler, A.L. (2019). Courts and the executive in wartime: A comparative s American and British approaches to the internment of citizens during W their lessons for today. California law review 107(3). • Mattei, U., and Pes, L.G. (2009). Civil law and common law: Toward co Caldera, G.A., Kelemen, R.D., and Whittingham, K.E. (Eds.), *The Oxfo law and politics*. Oxford University Press. • Mitchel de S.-O.-I'E. Lasser. *Judicial deliberations*. Oxford University Pr 2, 6

Week	Topic
6	**Feb. 16 - 18: Power and Rule of Law** Reading Assignments: • Scheppel, K.L. (2009). Legal and extralegal emergencies. In Caldera, G R.D., and Whittingham, K.E. (Eds.), *The Oxford handbook of law and p* University Press. • Hilbink, L., (2010). The judiciary, the rule of law, and democracy: aspira impediments. In *Judges beyond politics in democracy and dictatorship:* *Chile*. Cambridge University Press. • Hilbink, L., (2010). Legitimizing authoritarianism. In *Judges beyond poli* *democracy and dictatorship: Lessons from Chile*. Cambridge University
7	**Feb. 23 - 25: Judicial Independence** Reading Assignments: • Shetreet, S. (2011). Judicial independence and accountability: core valu democracies. In Lee, H.P. (Ed.), *Judiciaries in comparative perspective*. University Press. • Ginsburg, T. (2009). The global spread of constitutional review. In Calde Kelemen, R.D., and Whittingham, K.E. (Eds.), *The Oxford handbook of* *politics*. Oxford University Press. • Vanberg, G. (2009). Establishing and maintaining judicial independence G.A., Kelemen, R.D., and Whittingham, K.E. (Eds.), *The Oxford handbo* *politics*. Oxford University Press.

Week	Topic
8	**Mar. 2 - 4: Judicial Accountability** Reading Assignments: • King, J. The instrumental value of legal accountability. In Bamforth, N., a (Eds.), *Accountability in the contemporary constitution*. Oxford Universit • Wilson, B., Gloppen, S., Gargarella, R., Kinander, M., and Skaar, E. (20 and power in Latin America and Africa. Palgrave Macmillan, New York.
9	**Mar. 9 - 13: Midterm (Online Exam)**
10	**Mar. 16 - 21: Spring Break**
11	**Mar. 23 - 25: The International Court of Justice** Reading Assignments: • Statute of the ICJ • Oda, S. (2000). The compulsory jurisdiction of the International Court of myth? A statistical analysis of contentious cases. *The international and law quarterly*, 49(2). • Dunoff, J.L., and Pollack, M.A. (2017). The judicial trilemma. The Ameri international law, 111(2).

Week	Topic
12	**Mar. 30 - Apr. 1: The Court of Justice of the European Union** Reading Assignments: • Alter, K.J. (2009). The European court and legal integration: An excepti harbinger of the future? In Caldera, G.A., Kelemen, R.D., and Whittingh (Eds.), *The Oxford handbook of law and politics*. Oxford University Pres • Mitchel de S.-O.-I'E. Lasser. *Judicial deliberations*. Oxford University Pr 4, 7 • Larsson, O., and Naurin, D. (2016). Judicial independence and political How the risk of override affects the Court of Justice of the EU. *Internati organization*, 70(2).
13	**Apr. 6 - 8: The Inter-American Court of Human Rights** Reading Assignments: • Melish, T.J. (2012). The Inter-American Court of Human Rights. In Lang (Ed.), *Social rights jurisprudence*. Cambridge University Press. • Shelton, D. (1994). The jurisprudence of the Inter-American Court of Hu Rights. *American university international law review*, 10(1). • Rejecting the Inter-American Court: Judicialization, national courts, and human rights. In Couso, J., Huneeus, A., and Sieder, R. (Eds.), *Culture: Judicialization and political activism in Latin America*.

Week	Topic
14	**Apr. 13 - 15: The ICC, ICTR, and ICTY** Reading Assignments: • Bass, G.J. War crimes tribunals. In Caldera, G.A., Kelemen, R.D., and \ K.E. (Eds.), *The Oxford handbook of law and politics*. Oxford University • Baroni, F. (2000). The International criminal tribunal for the former Yugo mission to restore peace. *Pace international law review*, 12(2). • Sloane, R.D. (2011). The international criminal tribunal for Rwanda. In (The Rules, Practice, and Jurisprudence of International Courts and Trib • Economides, S. (2003). The international criminal court: Reforming the international justice. *Government and Opposition*, 38(1). • Bocchese, M. (2021). In the eye of the beholder: Elite assessments of t performance. *Global governanc*e, 27(2).
15	**Apr. 20 -22: Efficacy of International Courts** Reading Assignments: • Posner, E.A., and Yoo, J.C. (2005). Judicial independence in internatior tribunals. *California law review* 93(1). • Heifner, L.A., and Slaughter, A.M. (2005). Why states create internation response to professors Posner and Yoo. *California law review* 93(3). • Alter, K.J., Hafner-Burton, E.M., and Helfer, L.R. (2019). Theorizing the of international relations. *International studies quarterly*
16	Final Exam (during scheduled proctoring period in Exam Week)