



POLI:3509:001 | FALL 2025

## INTERNATIONAL COURTS: THE INTERSECTION OF LAW AND POLITICS

[The College of Liberal Arts and Sciences](#)

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### Course Instructor

**Instructor:** Sara Mitchell, Professor, [Department of Political Science](#)

**Email:** [sara-mitchell@uiowa.edu](mailto:sara-mitchell@uiowa.edu); **Phone:** 335-2356

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### Drop-in Hours

**Drop-in Hours (309 SH):** Monday, 1:30-4:30pm

Students are invited to drop by during the professor's drop-in hours to discuss questions about the course material or address any other concerns. I am also available by appointment if you are unable to attend drop-in hours. To meet on Zoom, please email me to request a Zoom link.

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### Academic Course Home

[Department of Political Science](#)  
[The College of Liberal Arts and Sciences](#)

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### Class Meeting Times

Tuesday & Thursday, 11:00-12:15pm, E246. Adler Journalism and Mass Communication Building (AJB)

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### Course Site

To access the course site, log into [Iowa Courses Online \(ICON\)](#) using your Hawk ID and password.

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### Course Policies

Please see University policies here:

<https://provost.uiowa.edu/student-course-policies>

Other policies are listed at the end of the syllabus.

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### Department Executive Officer (DEO):

Professor Julianna Pacheco: [polisci@uiowa.edu](mailto:polisci@uiowa.edu) or [julianna-pacheco@uiowa.edu](mailto:julianna-pacheco@uiowa.edu)

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## Course Description and Goal

### *Course Description:*

This course introduces students to several important international courts including the (Permanent) International Court of Justice, the International Criminal Court, the International Criminal Tribunals for the Former Yugoslavia and Rwanda, and the International Tribunal for the Law of the Sea. Students learn about the formation, design (e.g., jurisdiction), and effect of international courts. In addition to covering theoretical factors that explain state support for international courts such as power, regime type, delegation incentives, and global crises, the course also focuses on the role of states' domestic legal traditions (civil law, common law, Islamic law). The course explains what difference international courts make for interstate interactions and foreign policy behavior and connects to important cases involving human rights, war, and the environment.

*Course Learning Goals:* After taking this class, students should be able to:

- Be familiar with the history, structure, and design of several major international courts
- Understand how international courts gain jurisdiction in cases
- Learn about the effects of states' support for courts in terms of human rights, political violence, interstate conflict, and other outcomes
- Understand ongoing backlashes against international courts

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### Required Textbooks

There are no required textbooks for this course. Readings will be posted on ICON.

## Grading Criteria

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Final course grades will be assessed based on the student's performance in the following items:

Graded Item	Points	% of final grade
<b>Class Attendance and Participation</b>	150	30%
<b>Research Paper</b>	150	30%
<b>Exams (Midterm and Final)</b>	200	40%
<b>Total Points:</b>	<b>500</b>	<b>100%</b>

Course grades will be distributed as follows:

99-100: A+	77-79: C+	Below 60: F
93-98: A	73-76: C	
90-92: A-	70-72: C-	
87-89: B+	67-69: D+	
83-86: B	63-66: D	
80-82: B-	60-62: D-	

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## Course Policies

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- **Collaboration:** While you are expected to discuss with other students in class, all written work is individual and should not be undertaken in collaboration.
- **Late Assignment Policy:** Any paper component submitted after the due date will be assigned a 10% penalty per day late.
- **Grade Questions:** If for some reason you are dissatisfied with the final grade received on your research paper, you may submit a written memo to the instructor explaining why you think the grade is unfair. This memo must be submitted within 1 week of receiving the grade. Your instructor will read the memo, re-read the paper, and then assign a new grade. The instructor reserves the right to assign a lower grade after reading the paper/assignment again.
- **Communication:** All electronic communications will be posted as announcements on ICON. I recommend you have ICON notifications sent to your University of Iowa email address. See information about the use of UI email for all communications in the university policies section.
- **Artificial Intelligence (AI) Usage:** Students may not use AI for any written assignments, papers, or exams. Penalties for AI usage include grade deductions or zero credit.

## Course Structure

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This course meets twice per week and is run as a group discussion. Students will find course information on the ICON page ([icon.uiowa.edu](http://icon.uiowa.edu)), including links for submitting paper assignments.

Students are expected to:

- **Review** the course syllabus to learn about the overall course structure, purpose, and deadlines.
- **Read** assigned readings before each class. The date listed after each reading is the day it is due.
- **Attend** class and participate in discussions. Discussion questions for each class are posted on ICON.
- **Submit** assignments by designated deadlines **via the ICON "Assignments."**

## Course Work

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### Class Attendance and Participation: 30% (150 points)

This course will be run as an upper division seminar. Each class period (26 in total excluding week 1) will involve a discussion of the assigned readings for that day. Discussion questions for each class will be posted on ICON by the day before class. You can earn up to six points per class which are comprised of attendance and participation components.

- **Attendance:** Each student receives two points for attendance in each class. You can miss a total of three classes without penalty, but any missed class after three will subtract two points from your attendance points. For example, if you missed 5 classes, you would lose four points from your attendance total.
- **Participation:** You can earn four additional points for participation in each class by answering a discussion question, making comments on other students' remarks, asking questions about the readings, etc. You are only required to speak once for points, although you can talk more than once if you desire. If no one volunteers, then I will randomly call on people. If the person selected is unprepared, they have a chance to pass once and then answer another question. Being absent or unprepared to answer results in a two-point penalty for the randomly selected student. *To earn an A, you need to participate in 50% or more of the classes.* If you took any attendance penalty points, then you could make those up on the participation side (e.g., the person who missed five classes would need to participate in 15 classes to get to an A). You can earn more than 100% of the points by participating in more than 50% of classes (assuming no attendance penalty). You earn 1% additional points (beyond 100) for every two classes you participate in beyond 13.

You may wonder why I have created such a system. The answer is that I want you to do the reading, so I have given you an incentive to do it. All the papers and exams will make extensive use of the assigned readings; thus, it is in your best interest to read everything. Given the size of the class, it will be necessary to create a seating chart the first week of class. Please make sure you find the seat you want for the rest of the semester by Thursday, August 28<sup>th</sup>. I will provide more information on the points system overall in class.

### Research Paper: 30% (150 points)

You will write a research paper on a case heard by the International Court of Justice. Information about the paper is available on ICON. The paper is broken into different components, due at various times throughout the semester, with the final paper due on Thursday, December 11<sup>th</sup>. If for some reason you are dissatisfied with the final grade received on the paper, you may submit a written memo to the instructor explaining why you think the grade is unfair, along with the graded copy of your paper. This memo must be submitted within 1 week of receiving the paper grade. The instructor will read the memo, re-read the paper, and then assign a new grade. The instructor reserves the right to assign a lower grade after rereading the paper a second time.

### Exams (2): 40% (200 points)

Examinations (40%, 2 @ 20% each): There is a midterm exam (20%, 100 points) scheduled on Thursday, October 9<sup>th</sup> and a final exam (20%, 100 points) scheduled by the university the week of December 15<sup>th</sup>-19<sup>th</sup>. The exams will include multiple choice, short answer, and essay questions. The 80-minute final exam is NOT comprehensive. A make-up exam will be given only to students with medical or personal emergencies. If an emergency arises, you will need to contact me **before** the exam or you will receive zero credit. Both exams are taken in the classroom.

## Course Calendar

Learning Objectives	Learning Activities & Assessment/Assignments
<b>Section I: The World Court</b>	
<b>Week 1   Course and World Court Introduction (August 25-29)</b>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Learn about the history of the PCIJ/ICJ</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li><b>Introduction to class:</b> Visit the <a href="#">ICJ website</a> (8/26)</li> <li><b>Read</b> Allain, Intro &amp; Chapter 1; Gill, Chapter 1 (8/28)</li> </ul>
<b>Week 2   World Court Function, Design, and Jurisdiction (September 1-5)</b>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Discern the function of the ICJ in the UN and how it gains jurisdiction</li> <li>Assess the role of ICJ judges</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li><b>Read</b> Gill, Chapter 2 &amp; 3 (9/2)</li> <li><b>Read</b> Allain, Chapter 2 * Gill, Chapter 4 (9/4)</li> <li><b>Submit list of preferred ICJ cases by 9/2 in class.</b></li> </ul>
<b>Week 3   ICJ Bias and Effectiveness (September 8-12)</b>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Evaluate conditions under which ICJ judges are biased</li> <li>Assess overall ICJ effectiveness</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li><b>Read</b> Posner &amp; Figueiredo (9/9)</li> <li><b>Read</b> Mitchell &amp; Owsiak; Giladi &amp; Shany (9/11)</li> </ul>
<b>Section II: Theoretical Underpinnings</b>	
<b>Week 4   How Major Powers and Crises Influence International Court Creation (September 15-19)</b>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze how powerful states influence creation/design of courts</li> <li>See how crises create conditions for court creation</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li><b>Read</b> Krisch (9/16)</li> <li><b>Read</b> Katzenstein (9/18)</li> <li><b>Submit “Finding Resources” assignment by 11:59pm on 9/18.</b></li> </ul>
<b>Week 5   Delegation and Democracy (September 22-26)</b>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Determine why states would delegate authority to courts</li> <li>Understand the Kantian approach to international law and courts</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li><b>Read</b> Bradley &amp; Kelley (9/23)</li> <li><b>Read</b> Teson (9/25)</li> </ul>

<b>Week 6   Legal Traditions (September 29-October 3)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Comprehend differences between civil law, common law, &amp; Islamic law legal traditions</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li><b>Read:</b> Mitchell &amp; Powell, Chapter 2 (9/30)</li> <li><b>Read:</b> Powell &amp; Mitchell (10/2)</li> </ul>
<b>Week 7   Authoritarianism in International Law and Midterm Exam (October 6-10)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Comprehend how international law is distinct in a system of autocrats</li> <li>Take Midterm Exam (covers weeks 1-7)</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li><b>Read</b> Ginsburg (10/7)</li> <li><b>Midterm Exam, Thursday (10/9)</b></li> </ul>
<b>Section III: Reservations on States' Commitments to Courts/Treaties</b>	
<b>Week 8   Reservations (October 13-17)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Investigate how legal reservations influence states' commitments to courts and treaties</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li><b>Read</b> Mitchell &amp; Powell, Chapter 6 (10/14)</li> <li><b>Read</b> Zvogbo, Sandholtz, &amp; Mulesky (10/16)</li> <li><b>Submit "Background Info" assignment by 7:00pm on 10/17.</b></li> </ul>
<b>Section IV: International Criminal Court (ICC)</b>	
<b>Week 9   ICC and Deterrence (October 20-24)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Learn about structure of the ICC</li> <li>Learn about how ICC commitments deter state and rebel violence</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li><b>Read</b> Leonard, Chapter 3 (10/21)</li> <li><b>Read</b> Prorok (10/23)</li> </ul>
<b>Week 10   ICC and Political Violence (October 27-31)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Assess how ICC involvement relates to political violence</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li><b>Read</b> Hultman et al (10/28)</li> <li><b>Read</b> Broache &amp; Kore (10/30)</li> <li><b>Submit "ICJ Documents II" assignment by 11:59pm on 10/30.</b></li> </ul>

<b>Section V: Regional Human Rights Courts and Tribunals</b>	
<b>Week 11   Regional Human Rights Courts (ECHR, IACHR) (November 3-7)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Evaluate how regional courts respond to human rights violations</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Read Voeten (11/4)</li> <li>Read Haglund (11/6)</li> </ul>
<b>Week 12   Global Human Rights Tribunals (ICTFY, ICTR) (November 10-14)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Investigate the effectiveness of HR tribunals</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Read Barria &amp; Roper (11/11)</li> <li>Read Gallagher, Prakash, &amp; Li (11/13)</li> <li>Submit "ICJ Documents III" assignment by 7:00pm on 11/14.</li> </ul>
<b>Section VI: Maritime/Environmental Courts &amp; Decisions</b>	
<b>Week 13   ITLOS and Maritime Disputes (November 17-21)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Appraise how ITLOS manages maritime disputes</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Read Keyuan (11/18)</li> <li>No class, ISA Midwest conference (11/20)</li> </ul>
<b>Week 14   Fall Break (November 24-28), No Class</b>	
<b>Week 15   Recent Climate Change Advisory Opinions (December 1-5)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Discern the consequences of ITLOS' and ICJ's advisory climate change opinions</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Read this <a href="#">summary piece</a> &amp; this <a href="#">piece</a> on the ITLOS Advisory Opinion (12/2)</li> <li>Read this <a href="#">summary piece</a> &amp; this <a href="#">piece</a> on the ICJ Advisory Opinion (12/4)</li> <li>Submit "ICJ Documents IV" assignment by 11:59pm on 12/1.</li> </ul>
<b>Section VII: Future Issues/Challenges</b>	
<b>Week 16   Lack of US Commitment &amp; Global Backlash (December 8-12)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Address future challenges for international courts</li> </ul>	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>Read Chayes (12/9)</li> <li>Read Voeten (12/11)</li> <li>Submit Final Paper by 11:59pm on 12/11.</li> </ul>
<b>Finals Week   Take Final Exam (80 minutes total) (December 15-19)</b>	
<ul style="list-style-type: none"> <li>Covers weeks 8-16, Taken during the university's designated date and time for the final exam</li> </ul>	

## UNIVERSITY & ADDITIONAL COURSE POLICIES

### Course's College (Administrative Home)

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The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the add and drop deadlines, academic misconduct policies, and other undergraduate policies and procedures. Other UI colleges may have different policies.

### Academic Honesty and Misconduct

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All students in CLAS courses are expected to abide by the [college's standards of academic honesty](#). Undergraduate academic misconduct must be reported by instructors to CLAS according to [these procedures](#).

### Student Complaints

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Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the DEO (Chair) of the department, school or program offering the course. Sometimes students will be referred to the department or program's Director of Undergraduate Studies (DUS) or Director of Graduate Studies (DGS).

Undergraduate students should contact [CLAS Undergraduate Programs](#) for support when the matter is not resolved at the previous level. Graduate students should contact the [CLAS Graduate Affairs Manager](#) when additional support is needed.

### Drop Deadline for this Course

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You may drop an individual course before the drop deadline; after this deadline you will need collegiate approval. You can look up the drop deadline for this course [here](#). When you drop a course, a "W" will appear on your transcript. The mark of "W" is a neutral mark that does not affect your GPA. To discuss how dropping (or staying in) a course might affect your academic goals, please contact your Academic Advisor. Directions for adding or dropping a course and other registration changes can be found on the [Registrar's website](#). Undergraduate students can find policies on dropping CLAS courses [here](#). Graduate students should adhere to the [academic deadlines](#) and policies set by the Graduate College.

### UI Email

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Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community. For the privacy and the protection of student records, UI faculty and staff can only correspond with UI email addresses.

### Date and Time of the Final Exam

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The [final examination date and time](#) will be announced by the Registrar generally by the fifth week of classes, and it will be announced on the course ICON site once it is known. Do not plan your end of the semester travel plans until the final exam schedule is made public. It is your responsibility to know the date, time, and place of the final exam. According to the Registrar's final exam policy, students have a maximum of two weeks after the announced final exam schedule to request a change if an exam conflict exists or if a student has more than two exams scheduled for the same day (see the [policy](#) here).

### Resources for Students

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Tutor Iowa: <https://tutor.uiowa.edu/>

Students will find the Writing Center and the Speaking Center very useful for this course.

Writing Center: <http://writingcenter.uiowa.edu/>

Speaking Center: <http://speakingcenter.uiowa.edu/>

## Attendance and Accommodations

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### Absences from Class

University regulations require that students be allowed to make up examinations which have been missed due to illness, religious holy days, military service obligations, including service-related medical appointments, jury duty, or other unavoidable circumstances or other university-sponsored activities. Students should work with their instructors regarding making up other missed work, such as assignments, quizzes, and classroom attendance.

### Absences for Religious Holy Days

The university is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such religious holy day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Policy Manual 8.2 Absences for Religious Holy Days](#) for additional information.

### Absences for Military Service Obligations

Students absent from class or class-related requirements due to U.S. veteran or U.S. military service obligations (including military service–related medical appointments, military orders, and National Guard Service obligations) shall be excused without any grading adjustment or other penalty. Instructors shall make reasonable accommodations to allow students to make up, without penalty, tests and assignments they missed because of veteran or military service obligations. Reasonable accommodations may include making up missed work following the service obligation; completing work in advance; completing an equivalent assignment; or waiver of the assignment without penalty. In all instances, students bear the responsibility to communicate with their instructors about such veteran or military service obligations, to meet course expectations and requirements.

### Accommodations for Students with Disabilities

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making [Letters of Accommodation \(LOA\)](#) available to the student. **The student must provide an LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated.** The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

Students are welcome to initiate **conversations** about any accommodations such as those related to any of the above reasons (disabilities, religious holy days, military service, etc.). If you would like to discuss accommodations, please send me an email to set up a time when we can discuss about what constitutes a reasonable accommodation for the specific circumstance.

### Free Speech and Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit the [Free Speech at Iowa website](#) for more information on the university's policies on free speech and academic freedom.

### Non-discrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Senior Director, Office of Civil Rights Compliance, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, [ui-ocrc@uiowa.edu](mailto:ui-ocrc@uiowa.edu). Although not required, students have the option to share their pronouns and chosen/preferred names in class, and their [gender](#) and chosen/preferred [names](#) through MyUI. Instructors and advisors can find information about a student's chosen/preferred name in MyUI.

### Classroom Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). While students have the right to express themselves and participate freely in class, it is expected that students will behave with the same level of courtesy and respect in the virtual class setting (whether asynchronous or synchronous) as they would in an in-person classroom. Failure to follow behavior expectations as outlined in the [Code of Student Life](#) may be addressed by the instructor and may also result in discipline under the [Code of Student Life](#) policies governing E.5 Disruptive Behavior or E.6 Failure to Comply with University Directive.

### Class Recordings

The sessions in this course will be **not** recorded or live-streamed. The unauthorized video or audio recording of academic activities (e.g., lectures, course discussions, office hours, etc.) by a student is prohibited. Students with a reasonable accommodation for recording approved by Student Disability Services should notify each instructor and provide the Letter of Accommodation prior to using the accommodation. A student may record classroom activities with prior written permission from the instructor and notice to other students in the class that audio or video recording may occur. Any and all classroom recording must be for personal academic use only. The distribution, sharing, sale, or posting of recordings on the internet (including social media), in whole or in part, is prohibited and doing so may be a violation of the Code of Student Life and/or state or federal privacy, copyright, or other laws.

### Mental Health

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at [counseling.uiowa.edu](http://counseling.uiowa.edu). Find out more about UI mental health services at: [mentalhealth.uiowa.edu](http://mentalhealth.uiowa.edu).

### Basic Needs and Student Support

It can be difficult to maintain focus and be present if you are experiencing challenges with meeting basic needs or navigating personal crisis situations. The Office of the Dean of Students can help. Contact us for one-on-one support, identifying options, and to locate and access basic needs resources (such as food, rent, childcare, etc.).

### [Student Care and Assistance](#)

132 IMU

[dos-assistance@uiowa.edu](mailto:dos-assistance@uiowa.edu)

319-335-1162

Basic Needs info:

- [Food Pantry at Iowa](#)
- [Clothing Closet](#)
- [Basic Needs and Support Resources](#)

#### Sexual Harassment/Sexual Misconduct and Supportive Measures

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the [Office of Civil Rights Compliance](#) or to the [Department of Campus Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by [contacting the Office of Civil Rights Compliance](#). Information about confidential resources and videos explaining these resources can be found on the [Office of Civil Rights Compliance website](#).

#### Conflict Resolution

The Office of the Ombudsperson is a confidential, impartial, informal, and independent resource for any member of the university community with a problem or concern. The Office of the Ombudsperson offers a safe place to discuss conflicts or concerns. Students are encouraged to reach out for assistance. The office will brainstorm with students to help identify options, answer any questions, and provide referrals to other offices as appropriate. More information about the Office of the Ombudsperson, including how to schedule an appointment, can be found at [ombudsperson.org.uiowa.edu](http://ombudsperson.org.uiowa.edu).