

INR 3502: International Organizations

Fall 2015

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Office Hours: Thursdays 1:30-3:30 pm and by appointment

Class Meeting: Tuesdays & Thursdays 3:35 pm–4:50 pm (HCB 212)

Overview

International politics is often characterized as anarchic, and scholars primarily focus on the interactions among states. Since World War II, however, the number of international organizations (IOs) has increased considerably, and IOs have become more prominent players in the international arena. Why do IOs such as the United Nations, NATO, the World Trade Organization, the International Monetary Fund, or the European Union exist? What role, if any, do they play in solving global problems states face in their interactions with each other?

In this course, we will analyze these questions from a theoretical as well as practical perspective. We will begin with a broad overview of the characterization of the international system, incentives for cooperation under anarchy, controversies surrounding IOs in the context of international relations theory, the success of IOs in solving global problems as well as the major challenges they face in meeting their mandate. We will then apply our knowledge to the analysis of various IOs which have a profound effect on patterns of international cooperation and conflict in contemporary politics.

There are two substantive objectives for this course: to develop students' knowledge of (i) the basic patterns and facts of global governance, and (ii) the major theories and arguments developed by scholars of IOs to explain these patterns, and to understand their claims and predictions.

There are also two skills-based objectives for this course: (i) to develop students' ability to think analytically and critically about issues and events, applying theories to facts to generate stronger understanding and make more persuasive arguments, and (ii) to strengthen their verbal communication, problem solving, and research skills.

Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- Participation: 15%
- Simulation (including policy memo): 20%
- First Exam: 25%
- Final Exam: 40%

Your final point total for the semester will translate into letter grades as shown below. Final grade points ending in a decimal of .5 or greater will be rounded up to the next whole number. The scale may be revised if needed.

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

Participation: Active participation in our discussions is an important and required element of the course and will be critical to successfully learning the material. Hence, you should be prepared to answer questions that are posed, ask questions about concepts that are not clear, challenge viewpoints expressed in the reading or class discussion, and be involved in the classroom conversations. These discussions must always be conducted with an air of respect for differing viewpoints and the people who present them, and with an open mind (e.g., arguing for positions even if you are not yet certain of them, and being willing to consider new arguments or information). Participation grades will be based not just on attendance but on the quality and quantity of your active involvement. I reserve the right to deduct points for disrespectful behavior and to dismiss anyone from the classroom who continuously disrupts the learning environment.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty 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. Consideration will also be given to students whose dependent children experience serious illness. If you have to miss class for any reason, it is *your* responsibility to inform yourself on what has been covered and get notes from classmates. I suggest you make friends.

UN Simulation: Toward the end of the semester, you will act as part of a delegation representing an individual country in the United Nations Security Council during a simulated political crisis. The group simulation activities will take place during lecture (and also during any additional secret negotiations you might wish to carry out on your own). Each delegation will give a 5-minute policy speech on the first day of the simulation (November 17). In addition, each delegation will submit a 1,500-word (double-spaced) “policy memo” explaining their respective countries’ position regarding the given issue. An electronic copy of the memo is due in the appropriate Blackboard Dropbox on November 16 at 23:59pm. A hard copy should also be submitted to me on November 17 at THE BEGINNING OF CLASS. Late assignments will be penalized one letter grade (e.g., from a B to a B-) for each day or fraction of a day late. Each delegation will provide a single memo.

The ultimate goal of the simulation is for delegates to come up with a written solution (i.e., a resolution) to the problem they are trying to solve. All the speeches, debate, negotiation, and teamwork are supposed to lead up to a resolution that contains all the proposed solutions to the issue. A draft resolution will be negotiated and voted upon during the simulation. Detailed information about the simulation will be provided in lecture on October 15. There will be NO MAKE-UP for the simulation exercise. *If, therefore, you will not be able to attend class meetings on October 15, November 17, November 19, November 24, and December 1,* you should consider dropping the course before it is too late.

Exams: There will be two exams during the term. The first exam will take place on Tuesday, October 13, in class and will cover all material up to that point. It will consist of a number of short answer questions and one essay. The final exam is scheduled for Monday, December 7, 5:30pm–7:30pm. It will include a number of short answer questions from the material since the first exam and one or two essay question(s) integrating the cumulative course material as a whole. Both exams will be closed-book and closed-note exams.

Missed Exams: Please take note of all exam and assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, make-up exams will NOT be offered. Any requests for accommodations must be made at least one week in advance to be considered. I understand that emergencies happen. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., notes from doctors, emergency room personnel) in all instances.

Re-grading Policy: If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question within 72 hours. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a very specific and justifiable reason before asking us to make any changes; this is not a risk-free process.

Special Accommodations

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at 874 Traditions Way, 108 Student Services Building, 850-644-9566, sdrc@admin.fsu.edu, <http://www.disabilitycenter.fsu.edu/> I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

Communications and Technology

Contacting me: I strongly encourage you drop in to my office hours (no need to set up an appointment) or set up a meeting outside of office hours if there is anything you would like to discuss about the course. My office hours are the time for you to get individual help. You can come see me during office hours to clear your mind about issues/terms that you feel you do not quite understand and/or to talk about any course-related issue that you would rather not bring up in front of your fellow classmates.

I generally answer emails reasonably quickly from Monday 8:30am to Friday 4:30pm. (Feel free to email me again if you do not hear within 24 hours during these times). However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at in-person meetings.

Blackboard: I strongly encourage you to access the course webpage regularly and get accustomed to using it. There you will find the syllabus, readings, and other materials that you will need as they become available. The Blackboard page contains also a news box that I will use to post announcements and reminders.

Laptops: Studies have shown that “laptop use is negatively related to student learning and performance, and it poses a distraction to fellow students.”¹ Despite its negative effects, taking digital notes, if done right, may allow for more efficient studying. Thus laptops are allowed in this class for note taking. If you think you need to use a computer to take notes in this class, you are allowed to do so under two conditions: (1) you need to sit in the back rows to avoid distracting fellow students by your internet surfing; and (2) you will lose your computer rights if your personal computer use becomes disruptive for your colleagues, thus preventing other students from fully participating in class. If you do use a computer in class, I encourage you to turn off your wifi.

Academic Integrity and the Honor Code

Academic integrity is central to the mission of higher education in general and FSU in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are now thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources. If you see other students cheating (during exams or otherwise), please let me know.

I have zero tolerance for any instance of academic misconduct. You will receive a zero/F on that particular assignment, and the severest penalty consistent with university guidelines, including recommendation for suspension. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

FSU’s Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University.” (see <http://registrar.fsu.edu/bulletin/undergrad/info/integrity.htm>)

Classroom Etiquette

Please remember to turn off your cell phones before coming to class and refrain from eating and drinking in class.

Arriving late or leaving during class is disruptive both for me and for your classmates. Be on time. If you come to class, stay for the whole session. If you know in advance that you have to leave early, let me know before class begins.

Course Resources and Readings

Readings for each week are indicated on the syllabus and should be completed prior to the first class meeting of the week in which they are assigned. Additional readings covering case studies in current or recent international events will be distributed via Blackboard.

Students are strongly encouraged to have taken at least the introduction course to international relations and be familiar with the major theories of international relations.

¹Fried, Carrie. 2008. In-class laptop use and its effects on student learning. *Computers and Education* 50 (3): 906-914.

The main textbook for this course is Ian Hurd's *International Organizations: Politics, Law, Practice* (Cambridge, 2014, 2nd edition, ISBN: 9781107612617), which is available at the bookstore. (Hereafter referred to as "Hurd.") Supplemental readings will be posted on Blackboard.

Lecture slides: I will post lecture slides on the course's Blackboard page prior to each lecture. These will be *sparse outlines* intended to facilitate your note-taking. These outlines will allow you to anticipate the topics discussed and to "fill in" key information provided in lectures. Please note, however, that the lecture outlines are not a substitute for attending class, doing the readings, or taking notes.

In addition, you are expected to read a major newspaper or magazine with coverage of international events, such as the *New York Times*, *Washington Post*, *Wall Street Journal*, *Financial Times*, or the *Economist*. These and others are available at the library or online. Lectures will frequently reference relevant current international events, and being conversant with what is going on in the world will be important to contribute to discussions and do well on exams. Be prepared to talk about how these events fit into the substantive concepts we are learning, and how we can apply the analytic tools we are using to understand them more fully.

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Schedule

I. Analytical and Theoretical Foundations

August 25: Course Overview and Levels of Analysis

- Singer, David. 1960. Review: International Conflict: Three Levels of Analysis. *World Politics* 12 (3): 453-461.
- Pevehouse, Jon, and Inken von Borzyskowski. 2015. International Organizations in World Politics. In *The Oxford Handbook of International Organizations*, edited by Jacob Katz Cogan, Ian Hurd, and Ian Johnstone, chapter 1.

August 27 – No class (conference travel)

September 1: Collective Action and IOs

- Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*, pp. 5-52 (*skip pp. 22-33*).
- Hurd, Chapter 1 and Chapter 2.

September 3 – No class (conference travel)

September 8: Do IOs Matter? (Realism)

- Walt, Stephen. 1998. One World, Many Theories. *Foreign Policy* 110: 29-44.
- Mearsheimer, John. 1994. The False Promise of International Institutions. *International Security* 19 (3): 5-49. (*skip pp. 26-37*).
- **Recommended**: Elman, Colin. 2007. Realism. In *International Relations Theory of the Twenty-First Century*, edited by Martin Griffiths, pp. 11-20.

September 10: Do IOs Matter? (Liberalism)

- Keohane, Robert and Lisa Martin. 1995. The Promise of Institutional Theory. *International Security* 20 (1): 39-51.
- **Recommended**: Macmillan, John. 2007. Liberal Internationalism. In *International Relations Theory of the Twenty-First Century*, edited by Martin Griffiths, pp. 21-34.

September 15: Do IOs Matter? (Constructivism)

- Wendt, Alexander. 1995. Constructing International Politics. *International Security* 20 (1): 71-81.
- **Recommended**: Phillips, Andrew Bradley. 2007. Constructivism. In *International Relations Theory of the Twenty-First Century*, edited by Martin Griffiths, pp. 60-74.

II. Institutional Design and Institutional Effects

September 17: Why do IOs look the way they do?

- Koremenos, Barbara Charles Lipson, and Duncan Snidal. 2001. The Rational Design of International Institutions. *International Organization* 55 (4): 761-799.

September 22: The Compliance Debate

- Chayes, Abram and Antonia Handler Chayes. 1993. On Compliance. *International Organization* 47 (2): 175-205.
- Downs, George W., David M. Rocke, and Peter N. Barsoom. 1996. Is the good news about compliance good news about cooperation? *International Organization* 50 (3): 379-406.

September 24: Institutional Effects: Convergence vs. Divergence

- Botcheva, Liliana and Lisa Martin. 2001. Institutional Effects on State Behavior: Convergence and Divergence. *International Studies Quarterly* 45 (1): 1-26.

III. Providing Collective/Regional Security

September 29: The United Nations (Introduction)

- Hurd, Chapter 5.
- Miller, Lynn. 1999. The Idea and the Reality of Collective Security. *Global Governance* 5 (3): 303-332.

October 1: The United Nations (Governance)

- Weiss, Thomas. 2003. The Illusion of UN Security Council Reform. *The Washington Quarterly* 26 (4): 147-161.

October 6: The United Nations (PKOs)

- Hurd, Chapter 6.
- Voeten, Erik. 2005. The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force. *International Organization* 59 (3): 527-557.

October 8: Wrap-up and Review

- Bring your questions!

***** FIRST EXAM *****

October 13 (in class)

October 15: Overview of the UN Simulation

- Model UN Security Council Meeting:
<https://www.youtube.com/watch?v=WIDKSbUobVM>
- UN Security Council Meeting (February 4, 2012):
https://www.youtube.com/watch?v=CSEoH_KZF2k

October 20: NATO

- Reiter, Dan. 2001. Why NATO Enlargement Does Not Spread Democracy. *International Security* 25 (4): 41-67.
- Kydd, Andrew. 2001. Trust Building, Trust Breaking: The Dilemma of NATO Enlargement. *International Organization* 55 (4): 801-28. (*skip pp. 812-15 and 822-28.*)

IV. Achieving Regional Integration

October 22: The European Union

- Hurd, Chapter 10 (pp. 251-262)
- Tocci, Nathalie. 2005. Europeanization in Turkey: Trigger or Anchor for Reform? *South European Society & Politics* 10 (1): 73-83.

October 27: Other Regional Organizations

- Hurd, Chapter 10 (pp. 262-277)
- Pevehouse, Jon. 2002. With a Little Help from My Friends? Regional Organizations and the Consolidation of Democracy. *American Journal of Political Science* 46 (3): 611-626.

V. Managing International Finance and Trade

October 29: The International Monetary Fund

- Hurd, Chapter 4.
- Vreeland, James Raymond. 2007. *The International Monetary Fund: Politics of Conditional Lending*, Chapter 4.

November 3: The World Bank

- Hurd, Chapter 4.
- Dreher, Axel, Jan-Egbert Sturm and James Raymond Vreeland. 2009. Development Aid and International Politics: Does Membership on the UN Security Council influence World Bank decisions? *Journal of Development Economics* 88: 1-18

November 5: The World Trade Organization

- Hurd, Chapter 3.
- Crowley, Meredith A. 2003. An Introduction to the WTO and GATT. *Economic Perspectives* 42-57.

VII. Protecting Human Rights

November 10: The International Criminal Court

- Hurd, Chapter 9.
- Kelley, Judith. 2007. Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Nonsurrender Agreements. *American Political Science Review* 101 (3): 573-589.

November 12: The UN Convention Against Torture

- Vreeland, James Raymond. 2008. Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture. *International Organization* 62 (1): 65-101. (*skip pp. 80-92 and 95-101*)

***** Electronic copy of policy memo *****

Due in Blackboard Dropbox on November 16, 23:59pm

***** Hard copy of policy memo *****

Due on November 17, at the beginning of class

November 17: UN Simulation (Presentations & Negotiations)

- No Reading

November 19: UN Simulation (Presentations & Negotiations)

- No Reading

November 24: UN Simulation (Formal Negotiations)

- No Reading

November 26: No class (Thanksgiving)

December 1: UN Simulation (Final Vote)

- No Reading

December 3: Wrap-up and Review

- Bring your questions!

***** FINAL EXAM *****

December 7 (Monday) 5:30pm–7:30pm