

POL 361: International Organizations

University of Arizona

Spring Semester (1/14/2009-5/15/2009)

HARV 313, W, 6pm-8:30pm

Instructor: Elizabeth Fausett

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Course Website:

www.u.arizona.edu/~elfauset/courses.php

Office: Social Sciences 328A-1

Office hours: W 5-6pm, F 1:00-3:00pm

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Prerequisite: POL 202: Introduction to International Relations

Course Description:

This course is an intermediate course in international relations which will focus on questions of global governance in the international system. The main focus of the course will be on how international institutions are used at various levels of governance in the international system, with varying degrees of success, to resolve international concerns. We will examine the problems of cooperation in the international system and how institutions are designed and constructed to overcome these problems. Particular emphasis will be placed on students' ability to think critically, both about the nature of problems that face states as well as development of global governance mechanisms.

Course Objectives:

- Examine the role of international organizations in the global arena
- Be familiar with the major events that shape international organizations and the global arena
- Discuss the major theoretical principles and concepts used to study international organizations
- Understand the various reasons why international organizations are formed and die or endure
- Develop critical thinking skills while analyzing global problems from various angles and perspectives

Required Texts:

Karns, Margaret and Karen Mingst. 2004. *International Organizations: The Politics and Processes of Global Governance*. Boulder: Lynne Rienner Publishers, Inc.—readings indicated by **KM** in syllabus

Diehl, Paul F. ed. 2005. *Politics of Global Governance: International Organizations in an Interdependent World*. 3rd Edition. Boulder: Lynne Rienner Publishers, Inc. —readings indicated by **DIEHL** in syllabus

There are two required texts for this class. I have preordered them from the bookstore. Supplementary readings will be posted on D2L. These will be marked with “**D2L***” in the syllabus. In addition, students need to read an international-oriented, high quality news source, such as the New York Times (www.nytimes.com) or the weekly Economist (www.economist.com), as a means of keeping informed about current international events/organizations throughout the semester.

Class Assignments and Grading:

<u>Assignment List</u>		<u>Grading Policy</u>	
Participation	10%	A	100%-90%
Current Event Responses	10%	B	89%-80%
Group IO Presentation	15%	C	79%-70%
Global Governance Project	20%	D	69%-60%
Midterm	20%	E	below 60%
Final Exam	25%		

Class Attendance/Participation

Learning is not a one-way process. I expect students to arrive in class everyday prepared, having done the readings and ready to participate. We may also discuss current events so students should be sure to be up on their international news coverage. Not engaging in class discussion will greatly affect your participation grade. If your absence is unavoidable please get notes from a classmate. Lectures are given once and will not be summarized during office hours or by email – don't ask. Arriving late or leaving early will reflect poorly on your participation score as you are disrupting your fellow classmates. Participation is worth 10% of the final course grade.

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

Current Event Responses

In preparation for every class, each student is required to locate, read and respond to an article concerning a current event that is both affecting international politics/cooperation/governance/etc. and is hopefully of interest to the student. Responses must be 250-300 words that contain a 1-2 sentence summary of the news article and answers to the following 3 questions: 1) Explicitly, how does this article relate to the themes of this course?, 2) What are the implications of this event for international cooperation/conflict/governance?, and 3) What is your reaction to it (how it's written/represented/etc.)? Students' current event responses are due in the D2L dropbox folder "EVENTS (wk#)" every Sunday night, by 10pm.

A total of 4 points are possible per current event assignment

- 4 - All 3 questions answered, *with substantive content*, 1-2 sentence summary included, and with correct citation, grammar and spelling
- 3 - All 3 questions touched on, 1-2 sentence summary included, with correct citation, grammar and spelling
- 2 - 2 questions touched on, 1-2 sentence summary included, with correct citation
- 1 - Something was turned in, 1-2 sentence summary included, with correct citation
- 0 - Nothing was turned in or was incorrectly cited

We will discuss these as a class, except on test days, so come prepared to talk. There will be no make-ups for missed current events assignments, period. There are 14 opportunities to turn the current event assignments in. I will take the highest scoring 10 assignments to constitute the 10% of the final course grade.

Group IO Presentation [Subject to IO assignment]

Students will be assigned to a group with an assigned IO. Students will lead a 30 minute presentation and discussion concerning their particular IO. Additionally, each group must prepare and distribute a handout concerning their organization (no more than 2 pages long), worth 5% of the total presentation points. Handouts must be electronically uploaded to the D2L drop box the Sunday evening prior to the group's presentation week. Detailed instructions are available on the class website and at the end of the syllabus. The Group IO Presentation is worth a total of 15% of the final course grade.

Global Governance Project [Proposal due: Feb 25th & In-Class Presentation: Apr 29th & Paper due: May 6th]

Students will pick one global issue/problem that the international system faces and design an attempt to tackle it through IO means. Students will submit a proposal to the instructor early on concerning the issue they wish to tackle and a summary in the manner in which they will attempt it. Students will then present their action plan to their fellow students and submit a written report to the instructor. Papers should be between 1500-2000 words (approx 5-8 pages). Detailed instructions are available on the class website and at the end of the syllabus. The Global Governance Project is worth a total of 20% of the final course grade.

Exams [In-Class Midterm: Mar 11th & In-Class Final: May 13th]

The Midterm and Final Exams will be writing-intensive, in-class exams consisting of short answer, identifications and essay questions. The Midterm is worth 20% and the Final is worth 25% of the final course grade.

Missed Exams or Quizzes

There will be NO make-ups for missed exams/quizzes, period. Missed exams/quizzes will be excused, and hence removed from an individual's grade calculation, only for **valid, documented and extreme** circumstances. (Be sure to provide a hardcopy of documentation – police report, doctor's note, death certificate, etc.) A missed deadline without necessary documentation is an automatic 0. If you know that you will be missing an exam or an assignment for legitimate reasons, notify me as soon as possible (at least one week in advance if known). Email notifications are perfectly acceptable.

Late Assignments (only for the IO Presentation handout and Global Governance project papers)

Late assignments will be penalized 5% for each business day late. Failure to turn in the assignment at the beginning of class automatically counts as one day late. Email attachments of assignments are NOT acceptable.

Extra Credit

Each student has 2 opportunities for extra credit, totaling a full extra 2% points to your overall class grade: 1) students may submit 1 potential Moment of Zen - with a short write-up (<100 words) of why the MOZ is related to the class and 2) students can write a 1 page, single spaced response paper to a Moment of Zen (in order to get credit, the student MUST incorporate at least one reading into the response paper). Each option is worth 1% point and can only be used once. Students can turn in the extra credit assignments at any time until the last day of class.

Classroom Behavior:

Tardiness is disruptive to both your fellow students and me. Please show up to class on-time and prepared to participate in class in a professional manner. I ask that cell phones, pagers, and other curses of modern technology be turned **OFF** during class (laptops for note-taking purposes **ONLY** will be exempt). I will not tolerate text messaging or newspaper reading in class. Students participating in disrespectful/disruptive behavior will be asked to leave class and will lose their attendance/participation grade for that day. Threatening behavior will not be tolerated and will be dealt with according to University policy:

<http://policy.web.arizona.edu/~policy/threaten.shtml>.

Contacting the Instructor:

All email communications must be professional and courteous. I will not respond to emails which are impolite, inappropriate, rude or unsigned. Be sure to sign your full name to the email and indicate which course you are in. If I do not know who sent me the email, I will not respond. In concordance with federal regulations, I **WILL NOT** discuss grades through email, nor will I respond to requests concerning grades. **NO ASSIGNMENTS WILL BE ACCEPTED THROUGH EMAIL.**

Academic Honesty/Integrity:

I hold academic integrity in high esteem. All students should be aware of the University rules regarding academic honesty and plagiarism. Cheating of any kind will not be tolerated. Any student caught cheating on any assignment, regardless of the relative weight in the overall grade, *will receive an E in the course*, will be reported to the University Committee on Academic Misconduct and will handled in accordance with University policy. If you are unsure as to what constitutes academic dishonesty, please consult the University of Arizona Code of Academic Integrity. <http://studpubs.web.arizona.edu/policies/cacaint.htm> <http://dos.web.arizona.edu/uapolicies/cai1.html>

Students with Special Academic Needs: <http://drc.arizona.edu/teach/syllabus-statement.html>

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

The Department of Political Science is happy to do whatever it can to assure each student a full and rewarding participation in classes. Students who have difficulty with writing should visit the writing center on campus—all exams are written essays that require proficiency in writing.

COURSE SCHEDULE:

I. FOUNDATIONS:

JANUARY 14TH INTRODUCTION TO IO

READINGS: NONE

Note: be sure to email your top 5 preferences (in order-1 most preferred) for the Group IO Presentation to the professor by Sunday night, Midnight, Jan 18th (see page 7).

1. JANUARY 21ST GLOBAL GOVERNANCE AND HISTORY

READINGS: KM – Ch 1: pgs. 3-34 [The Challenges of Global Governance]

KM – Ch 3: pgs. 63-75 only* [Foundations of the Pieces of Global Governance]

2. JANUARY 28TH EVOLUTION AND THE INTERNATIONAL SYSTEM

~UN~

READINGS: KM – Ch 2: pgs. 35-60 [The Theoretical Foundations of Global Governance]

DIEHL – Ch 2: pgs. 25-59 [Why States Act Through Formal Intl Orgs – Abbott and Snidal]

D2L* – Anarchy is What States Make of It – Wendt: p. 20-36

3. FEBRUARY 4TH THE USUAL AND UNUSUAL SUSPECTS

READINGS: KM – Ch 6: pgs. 211-248 [Nonstate Actors: NGOs, Networks and Social Movements]

KM – Ch 7: pgs. 249-270 [The Roles of States in Global Governance]

II. MAKING BAD STUFF LESS BAD AND GOOD STUFF BETTER:

4. FEBRUARY 11TH SECURITY

~UN-SC~

READINGS: KM – Ch 8: pgs. 277-305 only* [The Search for Peace and Security]

DIEHL – Ch 3: pgs. 60-105 [The False Promise of International Institutions - Mearshimer]

FEBRUARY 18TH NO CLASS ~ INTERNATIONAL STUDIES ASSOCIATION MEETING

5. FEBRUARY 25TH "NEW" SECURITY

~NATO~

*******GLOBAL GOVERNANCE PAPER PROPOSAL DUE*******

READINGS: KM – Ch 8: pgs. 306-354 [The Search for Peace and Security]

DIEHL – Ch 8: pgs. 193-227 [The Idea and the Reality of Collective Security - Miller]

6. MARCH 4TH HUMAN SECURITY AND HUMAN RIGHTS

~AMNESTY INTL~

READINGS: KM – Ch 10: pgs. 413-458 only* [Protecting Human Rights]

DIEHL – Ch 9: pgs.228-241 [International Engagement in War-Torn Countries - Jackson]

7. MARCH 11TH MIDTERM

READINGS: none

MARCH 18TH NO CLASS ~ SPRING BREAK

COURSE SCHEDULE CONT'D:

8. MARCH 25TH EVALUATING COMPLIANCE/COOPERATION/EFFECTIVENESS
~ **G8** ~
READINGS: D2L* – On Compliance – Chayes and Chayes: pgs. 245-278
D2L* – Is the Good News About Compliance Good News About Cooperation? – Downs, Locke & Barsoom: pgs. 279-306;
D2L* – The Politics, Power, and Pathologies of IOs – Barnett & Finnemore: pgs. 177-201
9. APRIL 1ST DEVELOPMENT AND ECONOMIC GOVERNANCE
~ **OECD** ~
READINGS: KM – Ch 9: pgs. 355-391 only* [Promoting Human Development & Econ Well-Being]
DIEHL – Ch 11: pgs. 271-289 only* [The Political Geography of World Financial Reform - Armijo]
10. APRIL 8TH LIFE, DEBT AND INTERNATIONAL ECONOMICS
~ **WTO** ~
READINGS: KM – Ch 9: pgs. 392-412 only* [Promoting Human Development & Econ Well-Being]
DIEHL – Ch 12: pgs. 273-289 [The Determinants of Aid Allocation - Neumayer]
D2L* – Making the Global Economy Run – Sassen: pgs. 417-425
11. APRIL 15TH BALANCING ECONOMICS, DEVELOPMENT AND THE ENVIRONMENT
~ **WHO** ~
READINGS: KM – Ch 11: pgs. 459-471, 493-494 only* [Protecting the Environment]
D2L* – The Environment – Pease: pgs. 225-252
12. APRIL 22ND REGIONAL ORGANIZATIONS
~ **AU** ~
READINGS: KM - Ch 5: pgs. 145-210 [Regional Organizations]
13. APRIL 29TH IO PRESENTATIONS
14. MAY 6TH END OF AN ERA/WRAP UP
*******GLOBAL GOVERNANCE PAPER DUE*******
READINGS: KM - Ch 12: pgs. 499-520 [Dilemmas of Global Governance in the 21st Century]

MAY 13TH (WED), 8 -10 PM

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

Group IO Presentation: Handout and Presentation Guidelines

Proposal: TBA ***Handout: Must be submitted to D2L drop box 48 hours in advance of presentation date

Premise: In groups arranged by the instructor, students will become experts in an International Organization (from the list below) and present it to their fellow classmates.

Organizations to choose from:

Group of 8
North Atlantic Treaty Org
African Union

World Trade Org
Amnesty Intl

World Health Org
Org Economic Co-op and Dev
UN-Security Council

***** **Note: be sure to email your top 5 choices from the list above (in order of your preference) for the Group IO Presentation to the professor by Sunday night, Jan 19th*******

THE HANDOUT: Due Sunday night prior to presentation date (5% of the total grade)

No more than 2 pages long, this handout should provide your fellow classmates with vital information about the organization you will be presenting to them and clearly summarize the most important points of your presentation.

You **MUST** include a references list at the end of your handout so that others can also follow your research should they choose to (and I will know where you got your information). I highly recommend at least 3 sources (respectable internet sources are acceptable – Wikipedia is not omniscient – and you will want to visit this site:

<http://www.library.arizona.edu/search/articles/dbByTitle.php?titlechar=Y>).

THE PRESENTATION/LEADING THE DISCUSSION: TBA (10% of the total grade)

You and your group will be in charge of leading discussion for 30 minutes. You will present your organization to the entire class over the course of half an hour and this must include some sort of visual medium (poster, powerpoint, video, etc...). Your presentation should include not only facts about organization but should also incorporate critical thinking in an effort to analyze the organization for/with your classmates. There should also be a participatory element that draws “audience” participation. Not only will everyone in the class grade the group on their presentation/discussion, but each individual group member will grade each other. You will be graded on breadth of research, correctness of information, critical thinking and presentation.

Your presentation (and handout) MUST address, at the bare minimum, ALL of the following questions:

1. What are the IO’s aims/goals? What is noteworthy about the aims of this organization?
2. How is this IO structured? When was it founded? Is the timing or organization significant?
3. What is the membership of this organization? Are members of this IO clustered in any particular geographical region or political bloc? What does this imply?
4. Where is the IO headquartered? How big is it (i.e. 1 volunteer staff member versus 200 person bureaucracy)? Where does it get its budget from/who pays for the IO? Is this significant? Why/why not?
5. What type of organization is this (functional v. membership spectrum, regulatory/issue area/etc.)? IGO or INGO? Is it alive or deceased? Is it derived from a treaty or is it an emanation IO? Is it part of a family of organizations? If so, which?
6. Do any of that week’s readings (or any of those prior) have something to say about this organization? If so, what?
7. What are the strengths/weaknesses of this IO? (think: ability to act effectively, efficiently, independently, etc.)
8. Think back to the classic problems of global governance. Which, if any, does this IO strive to address? (THIS IS A BIGGIE!!!)
9. Why would someone care about this IO? What other important information should we know about this IO?
10. How is it “doing”? Is it accomplishing its goals? Is it still functioning rather well? What new challenges is it facing, etc.?

Global Governance Project: Proposal, Paper and Presentation Guidelines

Proposal: due Feb 25th IN-CLASS *** Presentation: April 29th IN-CLASSPaper: May 6th due IN-CLASS***

The Premise:

As a promising analyst in the international arena, you have just received a grant for ten million dollars. Because you are well-respected and considered one of the most knowledgeable in understanding pertinent global governance issues, you have been chosen to design and fund a project as you see fit.

However, in return, the group that has allocated you this money, the Fausett Institute for Organizational Governance Effectiveness (FIOGE), has asked for a report and presentation explaining your analysis and decision-making process in regards to how and where you will spend the money.

THE PROPOSAL: Due In-class, Feb 25th (5% of the total grade)

Your proposal should convey that you have done initial research and know what you are going to write about. Your main project is to propose “a solution” to a particular global governance problem of your choosing. Therefore, your proposal should explain the problem that you will be tackling. Do not just tell me war, AIDS, environment, economic inequality, etc. is an issue - you need to get more specific, what forms of war, economic or political inequality, ozone depletion, etc. seem most relevant and why.

Your proposal should include at least the following:

1. A working title (this can change)
2. An outline of the main points you will be discussion in the final paper (what problem you will address, why it's important, your own project idea)
3. An explanation of what sources you will use and how they will benefit your project (your sources should be varied - show me that you know how to find and can analyze data/theory/information from sources within your discipline.)
4. A preliminary bibliography. This should include at least 2 assigned readings from the class, as well as other external sources.

Use this proposal to convince me that you are pursuing an important issue. ***I must approve your topic – I will not accept final papers that have major changes in topic without prior approval.*** Make sure your project is new and innovative and not something other groups/organizations are already doing - you can build upon other work, but originality and insight are a key component here.¹ (Look to the questions you will have to address in the final paper for issues you may want to consider for the proposal.)

Proposal should be 500-800 words, double-spaced 1-inch margins. It is a standard paper that should include an introduction, body and a conclusion. (In other words, tell me what you're going to say, say it, then tell me what you told me.) It must be properly cited, including in-text citations and a bibliography/works cited page. Remember that every paper is an argument. Be sure to support each claim you make. Do not make vague, meaningless statements – be accurate and precise and present specific facts to support your statements.

THE PAPER: Due In-class, May 6th (10% of the total grade)

Your paper should demonstrate your acquired knowledge over the course of this class. There are three parts: 1) the main issue area you deem necessary for attention/expenditure and why; 2) an analysis of how addressing this issue and allocating money towards it can help increase global governance effectiveness in the arena of your choosing; and 3) your project outline and logistics.

(Part 1) Issue Area: This is where you tell me the area/issue in need of attention in regards to global governance. Build upon the concepts the class has used. Why have you chosen this issue over others? What are the major stumbling blocks that actors have faced in the past/present/future that has kept this issue unresolved or will

¹ Please note: the only topic you CANNOT write/present on is UN Security Council reform. Otherwise, the sky's the limit.

continue to do so? You can not solve the world's woes with ten million, so where can you focus your time and energy on? Be practical. (Your proposal should be very helpful for this section)

(Part 2) Analysis: This section should analyze how focusing on such an area would improve global governance effectiveness: What is the relationship between this issue area and cooperation in the international system? Will there be repercussions or extensions of this endeavor outside of the particular issue area? What are the short-term and long-term ramifications for addressing this issue? In order to do this, please reference at least 2 sources from class. You should also include at least one journal source (outside of those used in class).

(Part 3) Project Design: How exactly are you going to spend the ten million dollars? Explain your project in detail- parties involved in the process, how long the project would take, what materials and/or resources are necessary to complete the project? What groups will you rely on for help, is the focus grassroots, or is it aimed at political elites or even governments? Will you design a new institution or will you reform an existing one? Will this be an ad hoc arrangement, an IGO, a NGO or some mix thereof? Will the organizational structure (if there is one) endure beyond the initial funding and if so, how? How do you ensure the money is spent properly? Also, include potential pitfalls for your project- who will object and why? How can you deal with that? What will be the most difficult parts of implementation?

This paper should be no longer than 2000 words, double-spaced 1-inch margins. It is a standard paper that should include an introduction, the main sections mentioned above and a conclusion. It must be properly cited, including in-text citations and a bibliography/works cited page.

THE PRESENTATION: April 29th during class (5% of the total grade)

The final stipulation for this grant is to present your proposal. This should include some sort of visual medium (poster, powerpoint, video, etc...) and you should be ready to explain your project to an interesting and diverse crowd (your peers and the President of FIOGE). Imagine that you are "pitching" your action plan to those who will pick among the proposed plans and your job is to convince them that yours is best thought out, has the most merit and thus should be funded.

How the presentations will go: You will be divided into three groups ("rounds") and each group will have approximately 40 minutes to present to those students who are not presenting. You will set-up around the room and students can wander around and listen. Your presentation should be about 3-3.5 minutes and will be repeated several times over.

If you are not presenting, you will walk around and listen to the presentations. In addition, **each student will be assigned two peer evaluations and will grade these presentations** using a common rubric (which will be provided at the beginning of class prior to the presentations).

*Students will earn grades not only through their own presentations but through their ability to **provide constructive feedback** to their fellow classmates.*

Students should feel free to come by my office hours or set up an appointment to discuss potential ideas for this assignment.