

**FLORIDA STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE**

**INR 3502—International Organization—Summer 2014
Monday through Friday, 3:35 pm to 4:50 pm, Bellamy 0005**

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Thursday, 1:00 pm – 2:30 pm (or by appointment made via email)

COURSE DESCRIPTION

One of the fundamental issues in International Relations is the notion of cooperation. How, when, and why do countries, and people, cooperate on issues of global relevance and importance? Why is it seemingly so difficult at times to achieve and maintain cooperation across a number of issue areas? What exactly is cooperation anyway, and what does it look like?

A key feature, some would argue the dominant feature, of the international system is anarchy. Used in this context anarchy does not refer to chaos or disorder, but instead it refers to the fact that there is no supra-national or higher level authority above states that can impose rules, structure, and authority. In short, there is no world government. Countries and people, to the extent that they want to cooperate, must do so in a global environment that lacks many of the guarantees we often associate with successful cooperation, and yet we see evidence of cooperation all around us.

In this course we begin to tackle and attempt to explain global cooperation in a number of meaningful ways. We start by learning about the broader theories most closely associated with international politics and how (and if) they apply to the questions surrounding cooperation. We examine cooperation across a number of international issues including peace and security, trade and development, human rights, and the environment. We will also study the institutions that have been created to deal with some of those problems. As well as investigating whether international organizations (IOs) help or hinder cooperation, we will also focus on the development and effects of other formal and informal institutions such as international laws, international norms, international regimes, and more. Finally, at the end of the semester we will conduct a simulation that will give us some realistic insights into the challenges of global cooperation.

COURSE OBJECTIVES

The main goal of this course is to apply a scientific approach to the study of international cooperation and related topics. What this means is that we will identify interesting events and phenomena and seek logical explanations and answers for their occurrence. We will learn how to test our explanations and the evidence that we have for our answers as well as how to make arguments regarding our conclusions.

Substantively you will begin to understand the difficulties that surround global cooperation as countries and people pursue their own interests. You will also critically analyze the role of the United Nations and other IOs and determine whether they actually help or hinder cooperation. Finally, you will develop the ability and practice of questioning the world around you, constructing answers to your questions, and conveying your thoughts clearly in both speaking and writing.

REQUIRED TEXTS

- Pease, Kelly-Kate S. 2011. *International Organizations*, 5th Ed, Longman Pearson.

BLACKBOARD

This course is supported by a Blackboard website. I have posted the syllabus online and will post course readings and other course documents throughout the semester. Additionally, I can be contacted via e-mail through the Blackboard course site.

COURSE EVALUATION AND ASSIGNMENTS

Final grades will be based on the following scale:

Percent	Letter Grade	Percent	Letter Grade	Percent	Letter Grade
93 - 100	A	80 - 82	B-	67 - 69	D+
90 - 92	A-	77 - 80	C+	63 - 66	D
87 - 89	B+	73 - 76	C	60 - 62	D-
83 - 86	B	70 - 72	C-	0 - 59	F

Your individual grade will be calculated based on the following assignments:

Response Papers, 20% (10% each)

As a class we will watch two films—*Ghosts of Rwanda* and *Life and Debt*. While we will discuss each film in class, they should raise some questions in your mind that warrant deeper thought. I will provide a list of discussion questions for you to think about as we watch them, and you will be required to write a 2-3 response paper that critically analyzes at least one of the discussion questions. Papers should conform to the guidelines for written materials discussed below, and a due date will be determined later in the semester.

Participation, 10%

Class participation is a crucial component of any learning experience. You can and should learn as much from each other as you do from me. To participate fully in class you need to have read each assignment **before** class and come prepared to ask questions, answer questions, and engage in class discussion. This also requires that you attend class regularly. There is no attendance requirement as such, but you cannot achieve a good participation grade without regular attendance.

I reserve the right to issue random reading quizzes if it becomes apparent to me that you are not coming to class prepared. These quizzes will take part at the start of class, and you must be present to complete them. Positive performance on the quizzes will help your participation grade.

Along with your performance on any quizzes, the remainder of your participation grade will be determined as follows: before the Midterm Exam and the Final Exam you will turn in a one-page self-assessment in which you assign yourself a letter grade (A, B+, B, etc.) for your participation and write one or two paragraphs justifying why you believe you deserve that grade. Questions to consider during the assessment include: How many times were you absent from class? How often did you participate in classroom discussion? When you did not participate, were you otherwise prepared for class? If so, why did you not speak up and join the discussion? How often did you do anything that disrupted class discussion or your fellow classmates (e.g. coming in late/leaving early, cell phone ringing, texting on your phone or using laptop/tablet for purposes other than those related to class)?

I will read your self-assessment, compare it to my own perceptions, combine the two with any quiz grades, and then assign you a participation grade. If you have questions over the course of the semester as to your participation, I encourage you to ask.

Exams, 40% (20% each)

There will be two exams this semester, and each will contain multiple-choice and short answer questions. Each will be closed-book and closed-note. The Midterm Exam will only cover material that has been assigned to that point, and the Final Exam will only cover that material since the Midterm Exam.

* Please note that no one will be allowed to begin an examination after the first person has finished.

In-Class Simulation, 30%

During the final week of the class we will simulate a meeting of the United Nations. To prepare for the simulation you will research and write a paper (4-6 pages) that presents background information on your assigned country as well as your country's policies with respect to a topic that I will distribute to the class. In advance of turning in the paper, you will turn in an annotated bibliography of the sources that you think are appropriate for your paper. I will go over both the annotated bibliography and the paper in more detail later in the course. The bibliography will count as 5% of your final grade and the paper will count as 15%.

The simulation will require that you work with other students to propose a draft resolution that will be voted on by the class on the last day of the simulation. Your participation in the simulation accounts for 10% of your total grade. Students who participate often in the simulation as well as represent their country accurately earn higher grades for participation. Additional details will be provided later in the semester.

Additional Notes About Grades

If you have a specific question regarding the grade you receive on an assignment, I am happy to discuss that with you. However, you should e-mail me to set up an appointment and include in the e-mail the basis for your question and an explanation for why the grade should be changed.

Grades that end in .5 or higher are rounded up to the nearest whole percentage point.

CLASSROOM POLICIES AND EXPECTATIONS

1. Make up examinations are given only with prior instructor approval and/or appropriate documentation of a medical or family emergency. Please notify me as soon as you know that you cannot attend either of the scheduled exams so alternate arrangements can be made.
2. All written assignments (Response Papers and Simulation Paper) must be electronically submitted and uploaded to Turnitin by 5:00 pm on the date they are due. Assignments not submitted by that deadline will be immediately penalized **ten points** and you will lose an additional **ten points** every day until the assignment is received. Papers should be double-spaced, written in 12-point Times New Roman font, and all pages should have 1-inch margins. Additionally, every paper must be page-numbered.
3. As a courtesy to the class, cell phones and other electronic devices should be turned off or set to silent/vibrate before class begins and put away. Failure to do so will result in a deduction in your Participation grade. Additionally, while you are free to use a laptop to take notes in class, I expect that their use will be limited to that purpose. If I become aware that you are using your computer for reasons other than to enhance classroom learning, your Participation grade will suffer.
4. The classroom is a place for mutual respect. You are all adults, and I will treat you as such. However, that also means that I expect certain things from you. While I anticipate healthy debate and discussion over the course of the semester, comments and questions must be respectful of diverse viewpoints and should be designed to advance the discussion as it relates to the class and course material. Personal attacks (i.e. those aimed at another person's appearance, demeanor, political beliefs, etc.) will not be tolerated. Likewise, repeated classroom disruptions such as interrupting each other while speaking or coming into class late and leaving early are disrespectful to the entire class. If such behavior becomes an issue, your Participation grade will be lowered.
5. **Cheating and/or plagiarism will not be tolerated.** All students are expected to be familiar with the Florida State University Academic Honor Code, which states, in part:

The academic honor system of The Florida State University is based on the premise that each student has the responsibility: (1) To uphold the highest standard of academic integrity in the student's own work; (2) To refuse to tolerate violations of academic integrity in the University community, and (3) To foster a high sense of integrity and social responsibility on the part of the University community.

I expect students to bring possible violations of this honor code to my attention. Violations of the honor code, including cheating and plagiarism will be reported to the University and otherwise dealt with at my discretion, consistent with FSU guidelines.

6. Students with disabilities needing academic accommodations must: (1) register with and provide documentation to the Student Disability Resource Center (SDRC); and (2) bring a letter to the instructor from the SDRC indicating that you need academic accommodations. This must be done within 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:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu>

ANTICIPATED COURSE SCHEDULE AND READINGS

The syllabus may be modified as necessary to reflect the pace of the class. Readings may be added or subtracted, but nothing affecting the grading policy will change.

Week 1	Approaches to the Study of International Cooperation	Reading/ Assignment
May 12 th	Introduction to Course and Discussion of Syllabus	None
May 13 th	Reading and Thinking about Political Science	Most, Benjamin. "Questions to Ask About Readings" (BB) Introduction to Freakonomics (BB)
May 14 th	Theorizing about International Cooperation: Realism	Textbook, Chapter 3, pp. 43-59; Thucydides. "The Melian Dialogue" (BB)
May 15 th	Theorizing about International Cooperation: Liberalism	Textbook, Chapter 3, pp. 59-74
May 16 th	Theorizing about International Cooperation: Critical Theories and Approaches (Marxism, Constructivism, Feminism)	Textbook, Chapter 4

Week 2	Institutions, Peace, and Security	
May 19 th	Design of International Organizations	Koremenos, Barbara, Charleston Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions," <i>International Organization</i> , 55(4): 461-479 (BB) Skim Chapter 2

May 20 th	International Peace and Security	Textbook, Chapter 5, up to p. 140 Thakur, Ramesh. "Iraq's Challenge to World Order." (BB)
May 21 st	International Peace and Security: Peacekeeping for a Purpose	Textbook, Chapter 9, pp. 275-288 Movie, <i>Ghosts of Rwanda</i>
May 22 nd	The Failure to Intervene	Barnett, Michael and Martha Finnemore. 2004. <i>Rules for the World</i> , Chapter 5. (BB) Movie, <i>Ghosts of Rwanda</i>
May 23 rd	Human Rights and Humanitarian Issues	Textbook, Chapter 9, pp. 263-275 Evans, Gareth. "The Responsibility to Protect: An Idea Whose Time has Come...and Gone?" <i>International Relations</i> , 22(3): 283-298 (BB)

Week 3	International Law and International Justice	
May 26 th	Memorial Day (no class)	None
May 27 th	A Place for International Law?	Starr, Harvey. 1995 "International Law and International Order" (BB) TBD

May 28 th	International Criminal Law	Textbook, Chapter 9, pp. 288-300 “The International Court Bares its Teeth” <i>The Economist</i> , April 2012 (BB) Akhavan, Payam. 1996. “The International Criminal Tribunal for Rwanda: The Political and Pragmatics of Punishment” <i>The American Journal of International Law</i> 90(3): 501-510. (BB)
May 29 th	Challenges for International Cooperation	Hathaway, Oona. “The Promise and Limits of the International Laws of Torture” (BB)
May 30 th	Midterm Exam	None

Week 4	Trade, Development, and Regional Organizations	
June 2 nd	The World Trade Organization	Textbook, Chapter 6
June 3 rd	The Success (?) of the WTO	Wallach, Lori. “Whose Trade Organization?” Introduction (Blackboard) Levinson, Marc. 2009. “The Vanishing WTO.” <i>Council on Foreign Relations</i> . (BB)

		Blustein, Paul. 2010. "RIP, WTO" <i>Foreign Policy</i> . (BB) Movie, <i>Life and Debt</i>
June 4 th	The World Bank and the IMF	Textbook, Chapter 7 Movie, <i>Life and Debt</i>
June 5 th	Who are We Helping?	Feldstein, Martin. 1998. "Refocusing the IMF," <i>Foreign Affairs</i> 77(2): 20-33. (BB) Mallaby, Sebastian. 2010. "The Politically Incorrect Guide to Ending Poverty," <i>The Atlantic</i> . (BB)
June 6 th	The European Union	Gardner, Anthony L. and Stuart E. Eizenstat, 2010. "New Treaty, New Influence," <i>Foreign Affairs</i> , March/April (BB) Morgan, Glyn. 2005. <i>The Idea of a European Superstate</i> . Introduction. (BB)

Week 5	Other Actors and Other Issues	
June 9 th	Nonstate Actors: What are they and What do they Do?	Karns, Margaret P. and Karen A Mingst. 2004. <i>International Organizations: The Politics and Processes of Global Governance</i> , Chapter 6 (BB)

		Keck, Margaret and Kathryn Sikkink. 1998. <i>Activists Beyond Borders</i> , Selected Portions (BB)
June 10 th	NGOs and the Rest: Global Good or Global Bad?	Gereffi, Gary, Ronie Garcia-Johnson, and Erika Sasser. 2001. "The NGO-Industrial Complex," <i>Foreign Policy</i> July (2001): pp. 56-65 (Blackboard)
June 11 th	The Tragedy of the Environment	Textbook, Chapter 8
June 12 th	How Should We Protect It?	Bierman, Frank. 2000. "The Case for a World Environment Organization," <i>Environment</i> 40(9): 22-31. (BB) Najam, Adil. 2003. "The Case Against a New International Environmental Organization," <i>Global Governance</i> 9: 367-384. (BB)
June 13 th	Domestic Politics and IOs; Simulation Introduction	TBD

Week 6	Climate Change Simulation	
June 16 th	Simulation	Simulation schedule to be distributed in class.
June 17 th	Simulation	Simulation schedule to be distributed in class.

June 18 th	Simulation—Closing and Debrief	Simulation schedule to be distributed in class.
June 19 th	Summing up and Final Exam Review	Textbook, Chapter 10
June 20 th	Final Exam	None