

RPOS 375: International Organization

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Course description and objectives

Welcome to RPOS 375! This advanced undergraduate course investigates the role of international (governmental and non-governmental) organizations (IOs) in world politics, including their creation, internal dynamics, and their complicated relationship with state behavior. IOs affect many issue areas from international security, nuclear proliferation, and human rights to commerce, economic development, public health, and environmental protection. Yet, questions about both the relevance and feasibility of multilateral cooperation through IOs frequently drive public debates in the United States and abroad. Are IOs undermining American sovereignty? Can states use IOs as a tool to impose their preferences on others? Are IOs worth the cost for their member states? Is institutionalized multilateralism the answer to global problems? We survey different frameworks and social scientific tools to analyze of the role of IOs in world politics and use these frameworks to explore contentious issues involving international institutions.

Upon completion of this course, participants will:

- have learned about the origins, history and internal structure of international organizations in different policy areas
- be able to analyze how international organizations and national governments interact in different issue areas
- have acquired the analytic skills and case knowledge to evaluate the potential of international organizations to get involved in controversial and global policy problems.

Prerequisites

The prerequisite for this course is RPOS 102 (Introduction to Comparative & International Politics). I may also provide some background reading on social science concepts and may ask you to study these readings in the first few weeks of class.

Materials

No full books are assigned for this course.

Articles and book chapters

Articles and book chapters/excerpts are posted on Blackboard (<https://blackboard.albany.edu>) or are available through the UAlbany library (<http://library.albany.edu>). The library website offers helpful tutorials on how to retrieve scholarly articles here: (<http://library.albany.edu/usered/find/index.html>).

Requirements and assignments

1. Student Initiative & Reading

Per UAlbany policy, students are expected to attend all classes and all examinations (quizzes) and to complete all course requirements on time. This is a reading-intensive course. The assigned articles and chapters can be quite dense. You must complete all assigned readings prior to the class in which they are scheduled to be discussed. We will go over efficient reading techniques in the first week of class. Also make a habit of checking news sources (see below) on a regular basis. A rule of thumb for upper-level classes like this is that you will need to spend about 3 times the time we meet in class to read and take notes every week. This means that **you need to be spending at least about 8 hours per week outside the classroom on this class**, plus any extra time you spend working on your class projects.

2. In-class participation (10% of your course grade)

You as a student are an integral part of this course; your active participation in a civil manner is necessary to succeed in this course. Participation will be graded based on your contributions in the classroom: in group exercises and in individual responses to questions. You begin the semester with 100 (out of 100) points for participation. In class, your contributions are evaluated on 4-5 randomly selected days throughout the semester. Students who are present and contribute to civil discussion when called upon or observed will not lose any points. If a student does not contribute when called upon or observed, s/he will lose 10 participation points on that day. Students who are absent when observed will also lose 10 participation points.

3. Clicker points (10% of your course grade)

We will use Clickers in this class for short quizzes and polls. If you haven't yet, please purchase a Clicker at the bookstore and register your device on Blackboard. If you forget to bring your clicker to class, or miss class, or your clicker isn't functioning for the second time in a row, you cannot make up for potential clicker points from that day. Please know that you are responsible for bringing your own clicker, operational and registered to your name, to class. Your clicker points will be calculated as the fraction of $\frac{\text{Clicker responses that were registered}}{\text{Click-in opportunities}}$.

4. Class blog and online participation (10% of your course grade)

Blog about a news item. At least two or three times during the semester, you will use our class blog at (<http://jkrpos375.wordpress.com>) to **write about a question, current event, or discussion related to international organizations**. At the beginning of each week (on Sunday nights), I will post a topic for the week on the blog; you will be required to blog about this particular topic. A sign-up list with names, days, and instructions is posted on Blackboard. Your blog post should be at least two paragraphs long, link to at least three news story or blog post on the web, explain why your readers within and outside the class should find the story consequential, and point out how it relates to material we discuss in class. The news item(s) must come from the *Economist* or any of the sources listed at (<http://www.jkarreth.net/rpos375.html>), and it must be broadly related to what we discuss in the course.

Online participation. You will also use the class blog to comment on your classmates' posts. For other topics, the discussion board on Blackboard provides a good opportunity to contribute to class discussions. I will check the discussion board daily and take note of posts that are relevant to course content and that promote discussion online or in class. If students blog or tweet about relevant topics on their own, please link to your material on the discussion board to bring it to everyone's attention. Together, posts on the class blog and online comments will account for 10% of your final grade.

Please note: Your blogging grade will be evaluated over the whole semester. This means that you cannot compensate for a lack of online activity by commenting and posting frequently in the last week of the semester. Late blog posts or comments, or blog posts or comments offline or via email, are not accepted.

4. Quizzes (35% of your course grade)

About once a week (dates: see the schedule), you will take a short quiz in class. These quizzes will test your comprehension of the material assigned and discussed in all class meetings since the end of the last quiz. They will not cover the content of the day on which they are administered. They will be administered at the beginning of the class period and take about 5-10 minutes. There will be 12 quizzes total. Your lowest 2 quiz scores are dropped and your quiz grade will be the average of your 10 best quizzes.

Missing quizzes. If you miss a quiz for any reason, it will be scored as a 0. Your two lowest quizzes are dropped automatically, so missing two quizzes will still allow you to earn a perfect score on the quiz portion of your grade.

5. Analysis and arguments (35% of your course grade)

GROUP PROJECT

Throughout the semester, I scheduled opportunities for you to investigate in more depth some issues that arise from the topics we are discussing in this course. You will sign up for a topic and date together with two other students in the second week of the semester. Your group of three will then meet on its own to do research about the topic and prepare a presentation. On the day of your topic, you will present some results and discuss them with another group of two who has also researched a related topic. The instructor and the class will evaluate the quality of your arguments and your discussion skills. More information about the format of this assignment can be found at the end of this syllabus.

Note: These presentations and discussions are an integral part of this course. *You* will find and use new sources (scholarly articles, possibly also opinion pieces) to make your point, based on your research. You must meet with me two weeks before your assigned date.

Dates and topics will be announced on Day 2, August 28.

TERM PAPER

You will write a short term paper in this class, 2 single-spaced long. See the end of this syllabus for more detailed instructions. This paper will build on the work you do for your group project (see above). The term paper is due on Tuesday, December 16, by 5pm. You must come to my office hour at least once before November 6 to discuss your paper topic with me. Among other things, your paper will need to:

- begin with a question about an issue related to international conflict and security, building on your group project topic
- offer an answer to and insight into this question
- use evidence to support this position
- incorporate and address questions and critiques you encountered during your presentation.

In your papers, be sure to:

- to correctly summarize alternate arguments
- to clearly state how you address these alternate arguments
- to provide empirical evidence (such as an example you discuss in some depth) to support your argument and debunk alternate arguments
- use at least 5 scholarly sources that contribute (or contradict!) the points you are making.

More information on the term paper can be found at the end of this syllabus.

Grading

In-class participation	100 pts								
Clicker points	100 pts								
Class blog	100 pts								
Quizzes (10 best)	350 pts	A	1000 - 930	B+	899.99 - 870	C+	799.99 - 770	D	699.99 - 600
Group project	150 pts	A-	929.99 - 900	B	869.99 - 830	C	769.99 - 730	E	599.99 - 0
Term paper	200 pts			B-	829.90 - 800	C-	729.99 - 700		
Total	1000 pts								

Grade Appeals. If you believe your assignment has been graded wrongly, you may appeal your grade **in writing only** on the day after the assignment was returned. Comparisons to other students' graded assignments will not be accepted as evidence for the complaint. The original copy of the graded assignment must be submitted with the petition. Note that the new grade may be the same, higher, or lower than the original grade and will be final. **This course does not offer extra credit opportunities.**

Please note: If you aim to achieve a good grade in this course, and if this seminar is essential to your academic success (e.g., avoiding academic probation), your best shot at success is to put a lot of effort into this seminar early into the semester. You will not be able to affect your grade substantially in the last week of class when 80 or more percent of your grade are already determined. If you cannot commit to putting in effort throughout the whole semester, do not take this course.

Class policies

Disability accommodations. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible. While I will make every effort to accommodate valid requests, students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Religious observance. I will also make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

Classroom behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to disciplinary procedures. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Academic honesty. All students of the University at Albany are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (http://www.albany.edu/undergraduate_bulletin/regulations.html). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. The policy also precludes submitting material that was previously submitted in another course. **If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to judicial affairs. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite.** Every student must complete the following tutorial: (<http://library.albany.edu/usered/plagiarism/index.html>).

Emergencies and absences. If you miss a quiz or deadline, there are no opportunities to make up for late work regardless of the reason for absence. However,

- your two lowest **quizzes** are dropped automatically, so missing two quizzes will still allow you to earn a perfect score on the quiz portion of your grade.
- you can write your blog posts before your assigned date to avoid missing the deadline
- your paper is eligible for 80% of the paper grade if submitted by 5pm on December 17, and eligible for 60% of the paper grade if submitted by 5pm on December 18.

Laptops in the Classroom. Studies have shown that “laptop use is negatively associated with student learning and it poses a distraction to fellow students.”¹ Despite negative effects, taking digital notes, if done right, may allow for more efficient studying. For this reason, laptops are allowed in the classroom only for the purpose of taking notes. If you wish to use your laptop to take notes, please come see me immediately after our first course meeting. Cellphones and all other electronic devices cannot be used during class time.

Writing. Although this is not a writing/composition class, you will have the opportunity to spend a substantial amount of time on perfecting your writing skills. Good and concise writing is one of the key skills you can develop during a curriculum in political science/international affairs, and it will be an essential skill in your professional portfolio. You will earn unsatisfactory grades for assignments that suffer from bad writing, fail to make coherent arguments, and do not cite sources properly. You may consult Henry Farrell’s guide on essay writing in Political Science (http://www.henryfarrell.net/pol_sci_essay.html), or Strunk and White’s *The Elements of Style*.

Schedule

This schedule is subject to change throughout the semester. The latest version of the syllabus is always posted at <http://www.jkarreth.net/rpos375.html>.

1. Introduction

Day 1 (Tuesday, August 26)

Introduction to the course, instructor, and course requirements. Reading techniques.

- Required: read the syllabus before our first meeting.

¹Fried, Carrie B. 2008. “In-Class Laptop Use and Its Effects on Student Learning.” *Computers and Education* 50: 906-914.

Day 2 (Thursday, August 28)

Basic concepts in social science. Why and how can social science help us answer questions about IOs? What tools do social scientists use to analyze in order to investigate important questions?

- Required: Hoover, K. R. and Donovan, T. (2011). *The Elements of Social Scientific Thinking*. Cengage Learning, Independence, KY.
 - Read Chapters 1, 2, and 4 and make sure you have a working understanding of the following concepts:
 - * Falsification
 - * Case study
 - * Large-N study
 - * Logical consistency
 - * Variable (dependent and independent)
 - * Hypothesis
 - * Internal validity
 - * External validity

Day 3 (Tuesday, September 2)

The evolution of global governance: The universe of IOs in one day

- Required reading: Karns, M. and Mingst, K. (2010). *International Organizations*. Pp. 63-93.

Day 4 (Thursday, September 4) | Quiz 1

IR theory pre-fresher on theoretical perspectives on IOs: “Rationalism” and “Constructivism” or Realism, Institutionalism, Liberalism, and Social Constructivism

- Required: Keohane, R. O. (1988). International Institutions: Two Approaches. *International Studies Quarterly*, 32(4):379–396.

2. Why do IOs exist and what do they look like?

Day 5 (Tuesday, September 9)

The Prisoner’s Dilemma and Cooperation. Why is there controversy about IOs? Why do states form IOs? Why can cooperation be so difficult?

- Required: Axelrod, R. (1984). *The Evolution of Cooperation*. Basic Books, New York.
 - Read chapter 1. Be sure to have a working understanding of the following terms:
 - * Cooperation
 - * Prisoner’s Dilemma
 - * Defection
 - * Commitment
 - * Discount
- Recommended: watch this episode of *Golden Balls*: <http://youtu.be/p3Uos2fzIJ0>.

Day 6 (Thursday, September 11) | Quiz 2

If cooperation is so difficult, how do states design IOs to make cooperation possible?

- Required: Milgrom, P. R., North, D. C., and Weingast, B. R. (1990). The Role Of Institutions In The Revival Of Trade: The Law Merchant, Private Judges, And The Champagne Fairs. *Economics and Politics*, 2(1):1–23.

Day 7 (Tuesday, September 16)

What makes IOs work? Legalization and compliance

- Required: Abbott, K. W., Keohane, R. O., Moravcsik, A., Slaughter, A.-M., and Snidal, D. (2000). The Concept of Legalization. *International Organization*, 54(3):401–419.

Day 8 (Thursday, September 18) | Quiz 3

What does compliance with IOs' rules tell us about the importance of IOs?

- Required: Downs, G. W., Rocke, D. M., and Barsoom, P. N. (1996). Is the Good News about Compliance Good News about Cooperation? *International Organization*, 50(3):379–406.

Day 9 (Tuesday, September 23)

The architecture of one of the most “legalized” IOs: The European Union

- Required: The European Commission (2013). *How the European Union works: Your guide to the EU institutions*. Download at <http://bit.ly/WPkL17>.

No class on Thursday, September 25 (Rosh Hashanah)

3. IOs and international security

Day 10 (Tuesday, September 30)

Global collective security: the United Nations

- Required: Frieden, Lake, and Schultz. *World Politics: Interests, Interactions, Institutions*. Chapter 5, pp. 189-211. (Blackboard)

Day 11 (Thursday, October 2) | Quiz 4

Why do states use the United Nations Security Council to authorize the use of force?

- Required: Voeten, E. (2005). The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force. *International Organization*, 59(3):527–557.
- Recommended: Chapman, T. L. (2009). Audience Beliefs and International Organization Legitimacy. *International Organization*, 63(4):733–764.
- Recommended: Thompson, A. (2006). Coercion Through IOs: The Security Council and the Logic of Information Transmission. *International Organization*, 60(1):1–34.

Day 12 (Tuesday, October 7)

Regional collective security and collective defense: NATO

- Required: Pease, K. (2008). *International Organizations. Fourth edition.* Pp. 134-151. (Blackboard)
- Required: Metz, S. (2011). Is Libya The End Of NATO? *The New Republic.* (Blackboard)

4. IOs and the global economy

Day 13 (Thursday, October 9) | Quiz 5

The international economic architecture: The origins of Bretton Woods

- No required reading.
- Recommended: Ikenberry, G. J. (1993). The Political Origins of Bretton Woods. In Bordo, M. D. and Eichengreen, B., editors, *A Retrospective on the Bretton Woods System: Lessons for International Monetary Reform*, pages 155–198. University of Chicago Press, Chicago, IL.
- Recommended: Dominguez, K. M. (1993). The Role of International Organizations in the Bretton Woods System. In Bordo, M. D. and Eichengreen, B., editors, *A Retrospective on the Bretton Woods System: Lessons for International Monetary Reform*, pages 357–404. University of Chicago Press, Chicago, IL.

Day 14 (Tuesday, October 14)

IOs and international trade: The WTO's origins and impact on trade flows

- Required: Irwin, D. A. (1995). The GATT in Historical Perspective. *American Economic Review*, 85(2):323–328.
- Required: Rose, A. K. (2004). Do We Really Know That the WTO Increases Trade? *American Economic Review*, 94(1):98–114.
- Required: Tomz, M., Goldstein, J. L., and Rivers, D. (2007). Do We Really Know That the WTO Increases Trade? Comment. *American Economic Review*, 97(5):2005–2018.

Day 15 (Thursday, October 16) | Quiz 6

IOs and international exchange rates: the IMF – structure, activities, and controversies

- Required: Simmons, B. A. (2000). The Legalization of International Monetary Affairs. *International Organization*, 54(3):573–602.
- Recommended: Nelson, S. C. (2014). Playing Favorites: How Shared Beliefs Shape the IMF's Lending Decisions. *International Organization*, 68(2):297–328.

Day 16 (Tuesday, October 21)

IOs and international development: the World Bank – structure, activities, and controversies.

- Required: Marcus, E. (2002). The History of the World Bank (Review article). *The Economic Journal*, 112(477):F119–F135.
- Recommended: Kilby, C. (2009). The Political Economy of Conditionality: an Empirical Analysis of World Bank Loan Disbursements. *Journal of Development Economics*, 89(1):51 – 61.
- Recommended: Stiglitz, J. E. (2003). Democratizing the International Monetary Fund and the World Bank: Governance and Accountability. *Governance*, 16(1):111–139.

Day 17 (Thursday, October 23)

No class meeting. Assignment TBA.

Day 18 (Tuesday, October 28) | Quiz 7

Regional cooperation: why have states turned toward regional organizations?

- Required: Mansfield, E. D. and Milner, H. V. (1999). The New Wave of Regionalism. *International Organization*, 53(3):589–627.

Day 19 (Thursday, October 30) | Quiz 8

Regional cooperation: does regionalism have any “side effects”?

- Required—skim Freund, C. and Ornelas, E. (2010). Regional Trade Agreements. *Annual Review of Economics*, 2(1):139–166.
- Required—skim Chang, W. and Winters, L. A. (2002). How Regional Blocs Affect Excluded Countries: The Price Effects of MERCOSUR. *American Economic Review*, 92(4):889–904.
- Required—skim Haftel, Y. Z. (2007). Designing for Peace: Regional Integration Arrangements, Institutional Variation, and Militarized Interstate Disputes. *International Organization*, 61(1):217–237.

Day 20 (Tuesday, November 4)

Globalization, development, and the global financial architecture: IOs and the financial crisis of 2008

- Required: Drezner, D. W. (2014). The System Worked: Global Economic Governance during the Great Recession. *World Politics*, 66(1):123–164.
- Recommended: Woods, N. (2014). Global Economic Governance after the 2008 Crisis: A new action plan for the reform of global economic governance. *GEG Working Paper 2014/89*, University of Oxford. <http://www.globaleconomicgovernance.org/geg-wp-201489-global-economic-governance-after-2008-crisis>.

5. IOs and social issues

Day 21 (Thursday, November 6) | Quiz 9

IOs and human rights: international courts

- Required: Simmons, B. A. and Danner, A. (2010). Credible Commitments and the International Criminal Court. *International Organization*, 64(2):225–256.
- Recommended: Chapman, T. L. and Chaudoin, S. (2013). Ratification Patterns and the International Criminal Court. *International Studies Quarterly*, 57(2):400–409.
- Recommended: Goodliffe, J. and Hawkins, D. (2009). A Funny Thing Happened on the Way to Rome: Explaining International Criminal Court Negotiations. *Journal of Politics*, 71(03):977.
- Recommended: Helfer, L. R. and Voeten, E. (2014). International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe. *International Organization*, 68(1):77–110.

Day 22 (Tuesday, November 11)

NGOs and global civil society 1: Transnational Advocacy Networks

- Required: Keck, M. E. and Sikkink, K. (1999). Transnational advocacy networks in international and regional politics. *International Social Science Journal*, 51(159):89–101.
- Recommended: Carpenter, R. C. (2011). Vetting the Advocacy Agenda: Network Centrality and the Paradox of Weapons Norms. *International Organization*, 65(1):69–102.
- Recommended: Carpenter, C., Duygulu, S., Montgomery, A. H., and Rapp, A. (2014). Explaining the Advocacy Agenda: Insights from the Human Security Network. *International Organization*, 68(2):449–470.

Day 23 (Thursday, November 13) | Quiz 10

NGOs and global civil society 2: the interaction of NGOs and IGOs

- Required: Bräutigam, D. A. and Segarra, M. (2007). Difficult Partnerships: The World Bank, States, and NGOs. *Latin American Politics and Society*, 49(4):149–181.
- Recommended: Pallas, C. L. and Urpelainen, J. (2012). NGO monitoring and the legitimacy of international cooperation: A strategic analysis. *Review of International Organizations*, 7(1):1–32.

Day 24 (Tuesday, November 18)

NGOs and global civil society 3: election monitoring

- Required: Kelley, J. (2009). D-Minus Elections: The Politics and Norms of International Election Observation. *International Organization*, 63(4):765–787.

6. Current challenges in and for IOs

Day 25 (Thursday, November 20) | Quiz 11

The inner workings of IOs: agency slack, drift, and preferences

- Required: Barnett, M. N. and Finnemore, M. (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4):699–732.
- Required: Büthe, T., Major, S., and Souza, A. d. M. e. (2012). The Politics of Private Foreign Aid: Humanitarian Principles, Economic Development Objectives, and Organizational Interests in NGO Private Aid Allocation. *International Organization*, 66(4):571–607

Day 26 (Tuesday, November 25)

IOs and the so-called democratic deficit. Do IOs undermine democracy?

- Required: Keohane, R. O., Macedo, S., and Moravcsik, A. (2009). Democracy-Enhancing Multilateralism. *International Organization*, 63(1):1–31.
- Required: Gartzke, E. and Naoi, M. (2011). Multilateralism and Democracy: A Dissent Regarding Keohane, Macedo, and Moravcsik. *International Organization*, 65(3):589–598.
- Recommended: Hawkins, D. (2008). Protecting Democracy in Europe and the Americas. *International Organization*, 62(3):373–403.

No class on Thursday, November 27 (Thanksgiving)

Day 27 (Tuesday, December 2)

Case study: Are IOs failing in environmental governance?

- Required: Subramanian, N. and Urpelainen, J. (2014). Addressing cross-border environmental displacement: when can international treaties help? *International Environmental Agreements: Politics, Law and Economics*, 14(1):25–46.
- Recommended: Biermann, F. and Pattberg, P. (2008). Global Environmental Governance: Taking Stock, Moving Forward. *Annual Review of Environment and Resources*, 33(1):277–294.

Day 28 (Thursday, December 4)

Case study: IOs and domestic laws

- Listen to NPR's Radiolab episode from December 19, 2013, “Sex, Ducks, and The Founding Feud”, at (<http://www.radiolab.org/story/sex-ducks-and-founding-feud/>).
- Read an online commentary on the recent men's soccer world cup and Brazil's constitution, “How FIFA is changing Brazil's Constitution for the World Cup”, at (<http://bit.ly/1s7JJrc>).

Day 29 (Tuesday, December 9) | Quiz 12

Final quiz, wrap-up and conclusions.

Tuesday, December 16, by 5pm || Term papers due

Term papers are due by 5pm. (*Your paper is eligible for 80% of the paper grade if submitted by 5pm on December 17, and eligible for 60% of the paper grade if submitted by 5pm on December 18.*)

Disclaimer

Last updated: December 2, 2014. This syllabus is a general outline for the class and may be modified as the course progresses. Students are responsible for closely reading the class rules and procedures in this syllabus.

The latest version of the syllabus is always posted at <http://www.jkarreth.net/rpos375.html>.

Guidelines: Group projects

By September 4, sign up in class for a project topic. You will form a team with 2 other students and will have to face 3 other students in the class presentation on the topic of your choice. Each team is expected to research the assigned topic thoroughly and beyond the materials in the syllabus. Contact me if you have any questions about materials that you can use in your debate.

Format. The presentations and discussions of your group work will be organized according to the following format (covering about 25-30 minutes):

- 3-5 “summary of findings” by each team
- 3 minute questions by each team
- 10-15 minutes of discussion
- 3 minute conclusions by each team

Summary and bibliography. In addition to the in-class presentation, teams will put together a one-page summary of their findings (a bullet-point list is enough) and a brief annotated bibliography on a second page. Your annotated bibliography should have a sentence or two summarizing the significance of the source for your work (in your own words) after each bibliography entry. Email this document to me **no later than 9pm** on the day before your presentation.

Teamwork. Each individual student will be responsible for participating in discussion and planning sessions, contributing to research and preparation for this assignment, completing an evaluation of their team members, and participating in the in-class presentation and debate. If you have trouble reaching your group partners and have tried to contact them twice without any response, send me a note and prepare the assignment on your own.

Evaluation. Evaluation will be based on the following elements:

- Your team’s complete annotated bibliography (10%)
- The overall quality of your team’s in-class performance, rated by the instructor (40%)
- The quality of your personal debate performance, rated by the instructor (40%)
- The quality of your presentation, rated by the class (10%)

Guidelines: Term papers

Write a 2-page single-spaced position paper, expanding on the topic of your in-class presentation.

1. Begin with describing the question you explored in your in-class presentation in one paragraph.
2. Then offer your answer to and insight into this question in about **one page**. You may take a different position than you took in your in-class presentation. I am not that interested in the position you are taking as such, but I want you to build a coherent, theoretically informed argument that provides relevant and fitting empirical support. You should use the required and recommended references for your topic/issue area given in the syllabus as the core of your sources, but go beyond them and find additional material to build your argument.
3. Next, make sure you address questions and issues that came up during your in-class presentation in your paper—if they are pertinent to your argument. Spend about **two thirds** of a page on this.
4. Finish the paper with a **one-paragraph** conclusion, summarizing your answer to your paper’s question and the implications of your answer for any current applications of this question.

Important: This paper is an opportunity **and obligation** to tie together many of the ideas and topics you have encountered in this class, from “big” IR theories to bargaining and theories of international organizations. I expect that you reference at least three of these topics and ideas in your papers. **Papers based simply based on opinion without referencing the ideas discussed in class throughout the semester will not receive a passing grade.**

Sources. All sources must be properly cited in this paper, using the Chicago Manual of Style author-date guidelines. Your writings should be analytic, insightful, creative, and integrate previous readings and your knowledge of the field. Do not regurgitate any of the readings or well-known arguments. Instead, use your theoretical and empirical knowledge creatively to argue for the position you have taken. Excellent papers will make clear points and tell the reader something new and enlightening.

Purpose. Think of this assignment as a practice for writing concise briefs later in your professional career. Writing this position paper will ideally deepen your understanding of a controversial issue and improve your analytical and persuasive writing skills. You should write to inform and to persuade.

Structure. The position papers must have the following elements:

1. Formulation of the position the paper is taking, or the issue the paper is addressing.
2. A clear definition of the major technical terms used in the paper (e.g. “justice”, “democratic”, “war”, “intervention”, etc.)
3. Clearly structured arguments. I strongly suggest that your paper identifies at some point what theoretical approach your argument is following (e.g., realist, institutionalist, etc.).
4. At least 5 references to scholarly work backing up your arguments. These works can be articles or book (sections) we have read in the class, additional readings from the syllabus, or additional work you have found. You are free to use other citable material as well, but you need to provide at least 5 references to journal articles or books.
5. A conclusion, summing up your arguments and pointing to the implications of your statements.

Submission. The position paper is due on Blackboard as a **SafeAssignment** at **5pm on December 16**. It must be 2 single-spaced pages long and submitted as an electronic copy.

Evaluation. The position paper will be evaluated along the following six criteria:

- Consistency and coherence
- Quality of evidence
- Style
- Relevance (or your ability to clarify why readers should care about your argument)
- Smart use of source material
- Creativity