

RPOS 375: International Organizations

Dr. Johannes Karreth

Office: Humanities B-16 (Contact Office)

Office hours: T&Th, 10:30am–11:30am and other times by appointment: jkarreth.youcanbook.me.

Email: jkarreth@albany.edu

Course website: <http://www.jkarreth.net/rpos375.html>

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? Case studies of IOs include the United Nations, European Union, World Bank, and others. Course participants 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. Assessment is based a combination of research projects, examinations, regular written and oral contributions, and other assignments. Note: This course is strongly recommended for students interested in participating in UAlbany's Model European Union and Model United Nations programs.

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

Participants should have taken RPOS 102 (Introduction to Comparative & International Politics) for their own benefit to succeed in this course. 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/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

To succeed in this course (and per UAlbany policy), students need to **attend all classes** and all **examinations** (quizzes) and complete all course **requirements on time**. This is a reading-intensive course. The assigned articles and chapters can be quite dense. You must complete and take notes on 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 8 hours per week outside the classroom** on this class, plus any extra time you spend working on your class projects. Please note the “**safety policies**” below: you can miss two class meetings without direct effects on your grade, but please save these for emergencies and planned absences.

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

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation will be graded based on (1) your contributions in class, (2) short written statements in class, and (3) your reading notes. You begin the semester with 100 (out of 100) points for participation. Your contributions are evaluated on randomly selected days. Students who are present and submit their contributions keep 100 points. If a student does not contribute when selected, s/he will lose 10 participation points on that day. Students who are absent when observed will also lose 10 participation points on that day.

Safety policy: You do not lose points for the first two missed participation opportunities.

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 or rent 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 $\frac{\text{Clicker responses that were registered}}{\text{Click-in opportunities}}$.

Safety policy: You do not lose points for the first two missed clicker opportunities.

4. Class blog and online participation (15% of your course grade)

Blog about a news item. At least 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. Instructions and a sign-up list are 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 colleagues' 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 15% of your course grade.

When to contribute: 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 (30% 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.

Safety policy: 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)

Debate. Throughout the semester, we hold debates 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 in the second week of the semester and submit a pre-debate memo in advance of the debate. Your grade is based on the quality of your memo, your arguments and your debating performance. More information about the format of this assignment can be found at the end of this syllabus.

Note: You must meet with me in person at least two weeks before your assigned date.

Term paper. You will write a short term paper in this class, 2 single-spaced pages long. See the end of this syllabus for more detailed instructions. This paper will build on the work you do for your debate (see above). The term paper is due on Wednesday, December 9, by 9am.

Grading

In-class participation	10%						
Clicker points	10%						
Class blog	15%						
Quizzes (10 best)	30%	A	100 - 93.0	B+	89.999 - 87.0	C+	79.999 - 77.0
Debate	15%	A-	92.999 - 90.0	B	86.999 - 83.0	C	76.999 - 73.0
Term paper	20%			B-	82.999 - 80.0	C-	72.999 - 70.0
<hr/> Total	<hr/> 100%						D 69.999 - 60.0 E 59.999 - 0

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.**

Achieving a good grade. 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.

Course 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 interactions. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to this standard 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, gender expression, age, disability, class, and nationality. Course rosters are provided to the instructor with the student's legal name, but 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 prohibits 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 in the first week of class:** (<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,

- you may miss two participation and two clicker opportunities without an effect on your grade
- 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 9am on December 10, and eligible for 60% of the paper grade if submitted by 9am on December 11.

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

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

studying. 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 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 failing grades for assignments that suffer from bad writing, fail to make coherent arguments, and do not cite sources properly. Please consult Henry Farrell's guide on essay writing in Political Science (http://www.henryfarrell.net/pol_sci_essay.html) and 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 (Thursday, August 27)

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

- Required: read the syllabus before our first meeting.
- Required: read "How to read academic texts critically" (Blackboard)
- Required: take the "class quiz" on Blackboard.
- Required: complete UAlbany's plagiarism tutorial at (<http://library.albany.edu/infolit/plagiarism1>).

Day 2 (Tuesday, September 1)

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 (Thursday, September 3)

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

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

Day 4 (Tuesday, September 8) | 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 (Thursday, September 10)

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

- Required: answer one question at <http://nyti.ms/1L84deI> and bring your result to class.
- Recommended: watch this episode of *Golden Balls*: <http://youtu.be/p3Uos2fzIJ0>.
- Recommended: listen to this episode of *Radiolab*: <http://goo.gl/BtdIa0>.

No class on Tuesday, September 15 (Rosh Hashanah)

Day 6 (Thursday, September 17) | 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.
- 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 7 (Tuesday, September 22)

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.
- Debate 1 (tentative): Can we rely on international organizations to monitor the nuclear deal with Iran?
 - Recommended: Goldberg, M. The Cash-Strapped Agency at the Heart of the Iran Deal. *The Atlantic*. <http://goo.gl/MmPSJz>.

No class on Thursday, September 24 (Yom Kippur)

Day 8 (Tuesday, September 29) | Quiz 3

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

- Required: Archick, K. (2015). The European Union: Questions and Answers. *Congressional Research Service Report 21372*. Download at (<https://www.fas.org/sgp/crs/row/RS21372.pdf>).
- Recommended: The European Commission (2013). *How the European Union works: Your guide to the EU institutions*. Download at (<http://bit.ly/WPKL17>).

Day 9 (Thursday, October 1)

The Eurocrisis and EU institutions

- Required: McNamara, K. (2010). The Eurocrisis and the Uncertain Future of European Integration. *Council on Foreign Relations Report*. Download at (<http://goo.gl/e9anoV>).
- Debate 2 (tentative): Does the European Union have a future?

3. IOs and international security

Day 10 (Tuesday, October 6)

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 8) | 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.
- Debate 3 (tentative): Should the UN Security Council abandon the veto power for the P5?

Day 12 (Tuesday, October 13)

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)
- Debate 4 (tentative): Should NATO make efforts to have Ukraine join as a member?

4. IOs and the global economy

Day 13 (Thursday, October 15) | Quiz 5

The international economic architecture: The origins of Bretton Woods

- No required reading.
- Required: Watch this short video: (<https://www.youtube.com/watch?v=LMHevIw9HU>).
- Recommended: Interview with Benn Steil, “Bretton Woods Lessons”, *Council on Foreign Relations*. Read at (<http://www.cfr.org/economics/bretton-woods-lessons/p33195>).
- 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 20)

IOs and international trade: The WTO’s origins and its 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 22) | 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.
- Debate 5 (tentative): Should the U.S. Congress approve of the 2010 IMF reforms?

Day 16 (Tuesday, October 27)

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.
- Homework: Read and grade a sample paper (Blackboard)

Day 17 (Thursday, October 29) | 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.
- Debate 6 (tentative): Should the international community support regional economic organizations to promote economic development?

Day 18 (Tuesday, November 3)

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/node/353>.

5. IOs and social issues

Day 19 (Thursday, November 5) | Quiz 8

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 20 (Tuesday, November 10)

IOs and human rights: international courts (continued)

- 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.
- Debate 7 (tentative): Does the ICC have an “Africa problem”?

- Recommended: Du Plessis, M. (2013). Universalising international criminal law: The ICC, Africa and the problem of political perceptions. *Institute for Security Studies—Papers*. (<https://www.issafrica.org/uploads/Paper249.pdf>).
- Recommended: Lekalake, R. and Buchanan-Clarke, S. (2015). Support for the International Criminal Court in Africa: Evidence from Kenya. *Afrobarometer Policy Paper 23*. (<http://goo.gl/iayJcU>).

Day 21 (Thursday, November 12) | Quiz 9

IOs and domestic politics: election monitoring

- Required: Kelley, J. (2009). D-Minus Elections: The Politics and Norms of International Election Observation. *International Organization*, 63(4):765–787.
- Debate 8 (tentative): Should IOs engage in election monitoring?

Day 22 (Tuesday, November 17)

NGOs and global civil society: 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.
- Required: Tallberg, J., Sommerer, T., Squatrito, T., and Jönsson, C. (2014). Explaining the Transnational Design of International Organizations. *International Organization*, 68(4):741–774.
- Recommended: Böhmelt, T. (2013). A closer look at the information provision rationale: Civil society participation in states' delegations at the UNFCCC. *Review of International Organizations*, 8(1):55–80.
- 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.
- Debate 9 (tentative): Should NGOs get more access to IGOs such as the WTO and World Bank?

6. Current challenges in and for IOs

Day 23 (Thursday, November 19) | Quiz 10

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.
- Debate 10 (tentative): Do IOs undermine democracy in member states?

Day 24 (Tuesday, November 24)

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

No class on Thursday, November 26 (Thanksgiving)

Day 25 (Tuesday, December 1) | Quiz 11

Special guest: Jen Maclaughlin, Director of Internships and Career Services at Rockefeller College.

Day 26 (Thursday, December 3)

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 27 (Tuesday, December 8) | Quiz 12

Final quiz, wrap-up and conclusions.

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>).

Wednesday, December 9, by 9am || Term papers due

Disclaimer

Last updated: December 5, 2015. 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: Debates

By September 5, sign up on Blackboard for a project topic. You will form a team with another students and will have to face 2 other students in the class debate on the topic of your choice. Each individual student is expected to research the assigned topic thoroughly and beyond the materials in the syllabus. Meet with me no later than 2 weeks before the day of your debate.

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

- 5 minutes of initial arguments by each team (2.5 minutes for each individual team member)
- 5 minutes of ad-hoc questions and answers by the teams
- 10-15 minutes of discussion with the class
- 3 minutes of conclusions by teach team (1.5 minutes for each individual team member)

Summary and bibliography. Each team member prepares a one-page summary of her/his arguments (a bullet-point list is enough) and a brief annotated bibliography on a second page. Your annotated bibliography must have a sentence or two summarizing the significance of the source for your work (in your own words) after each bibliography entry.

Schelling, Thomas C. (1956). An Essay on Bargaining. *American Economic Review* 46 (3):281-306.

Schelling discusses how actors can signal their commitment to a particular position in bargaining. This is relevant for understanding the bargaining strategies that actors choose and the resulting bargaining outcomes. In international relations, this helps explain how different domestic institutions can interact to produce successful or failing international bargaining outcomes.

Email this document to me 5 full days on the day before your debate.

Coordination. After submitting your summary & bibliography, you will receive (1) comments from me and (2) a copy of your teammate's arguments. You will then coordinate with your teammate (via email) which arguments each of you presents in class.

Evaluation. Your individual debate grade is based on the following criteria and the rubric below:

1. Your individual summary & complete annotated bibliography (40%)
2. Your individual in-class performance, rated by the instructor (40%)
3. The swing in the audience's opinion on the debate topic, determined with pre- and post-debate clicker polls (20%)

Evaluation criteria	Comments	Points
Outline submitted on time?		(out of 10)
Outline focused on topic?		(out of 10)
Quality of evidence in outline		(out of 10)
Annotated bibliography?		(out of 10)
Appeared prepared & organized?		(out of 10)
Effective presentation style?		(out of 10)
Pointed & thoughtful responses?		(out of 10)
Demonstrated knowledge beyond prepared points?		(out of 10)
% Opinion swing in the audience		(out of 20)
<i>Overall grade</i>		(out of 100)

Guidelines: Term papers

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

1. Begin with describing the question you explored in your in-class debate 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 debate. 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 debate 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 institutional design. 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.

Submission. The position paper is due on Blackboard as a **SafeAssignment** on **Wednesday, December 9, by 9am**. 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

Example. We will discuss examples of this type of paper in class in early November.