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Political Science 3220 Fall 2011
International Organizations
Section 1

Tuesday, 7:00-9:30pm
SN 2067

Instructor

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Office Hours: Tuesday and Thursday, 10:30am-12:30 pm, 1pm-2pm

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Email: Through D2L (online.mun.ca)

Course Description

This course examines global governance/international cooperation in international relations. We begin with an overview of five major theories/approaches of international relations: realism, liberalism, constructivism, Marxism and feminism. We then use those theoretical lenses to examine global governance in the realms of international security, trade, development, the environment and human rights.

Course Material

Karns, Margaret P. and Mingst, Karen A. (2010) *International Organizations: The Politics and Processes of Global Governance*

Additional required readings, which are listed in the syllabus below, are available either through the Queen Elizabeth II Library or [through D2L](#).

Students are required to stay up-to-date on current affairs. The Economist, BBC news, CBC news, Harper's, and news.google.com are some possible sources for world news.

D2L

Students need to become familiar with D2L and will be expected to visit the course website on a regular basis. This site will be the main form of communication used for circulating course information and announcements. Students should use D2L to contact the professor rather than the MUN email. Any class cancellations will be announced on D2L.

Aim and Outcome

Aim: This course aims to provide students with an understanding of the empirics of global

governance and international cooperation. It also seeks to provide an in-depth understanding of five theoretical approaches with which to conceptualize global governance.

Desired learning outcomes: By the end of the course students will:

- Have an understanding of global governance in the realms of security, trade, development, the environment, and human rights.
- Understand the utility and limitations of realism, liberalism, Marxism, feminism and constructivism in analyzing and understanding global governance and international cooperation
- Be able to write clear, concise and analytical essays

Course Policies and Student Support

Academic honesty

- Cheating includes (but is not limited to) allowing another student to copy from your work, presenting someone else's work as your own, consulting electronic devices such as mobile phones or MP3 players and/or interacting with others while a test is ongoing. Information about procedures and penalties for academic dishonesty is outlined in the University Calendar and is available from the Department (mun.ca/posc/undergraduate/planning/plagiarism.php).

Campus support

- A number of student support services exist on campus, such as the Counseling Center and the QEII Library Commons. The Writing Centre (www.mun.ca/writingcentre) is a free, drop-in facility for all Memorial University students who want help with their writing; the Centre provides individualized tutorials to students from all schools and faculties.
- The Glenn Roy Blundon Centre (mun.ca/blundon) serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning, chronic illness, or mental health. Support is also provided to students with documented temporary illnesses and injuries.
- The ESL Centre (mun.ca/esl) at MUN offers various forms of support to students who would like to improve their English.

Class cancellations policy

- If class is cancelled due to weather or any other circumstance, an email will be sent to students through the D2L site.

Additional Class policies

- Students may not make a visual and/or audio recording, openly or surreptitiously, of any lecture material delivered in a course without the written permission of the course instructor.

Letters of Reference

I am happy to write letters of reference for students in my classes. Most of what I will write will be based on your performance during the course. Generally, letters of reference discuss students' participation, presentation skills, written work, in-class and across-class rank. A good strategy is to obtain letters from professors of classes where you performed your best. Keep in mind that professors with more teaching experience can better compare you to a larger pool of undergraduate students, possibly making for a better reference. If you'd like me to write a letter for you, I will require an updated CV, a page-long statement on why you are applying for particular programs, jobs etc., and any forms required for each application. I must receive all of the needed materials at least two weeks before the letters need to be completed.

Powerpoint Slides: Slides will not be made available to students online or via email. For this reason, I suggest that you exchange email addresses with several classmates so that you can get notes for missed classes.

Format style: I encourage all students scoring over 80% on their research paper to submit it to the department's student-run journal Mapping Politics. Therefore, please use the journal's formatting guidelines found at the end of this syllabus.

Evaluation

Midterm – 10%
Group presentation – 10%
Model UN – 10%
Research Paper – 40%
Final Exam – 20%
Participation—10%

Midterm (10%): The midterm will be held from 7-8pm on October 19th and will test knowledge of material covered in lectures and assigned readings between and including September 14 and October 5.

Group Presentation (10%): Near the beginning of the semester, students will be divided into 10 groups. These groups will be used throughout the semester for small-group discussions and to prepare and to give a presentation. Two groups will present on each of the following days: October 19 (Peace and Security), October 26 (Trade), November 2 (Development), November 9 (Environment), November 16 (Human Rights). On each date, the first group will examine the area of global governance designated for that class through the lenses of the mainstream perspectives (realism and liberalism), while the second group will examine the issue from the critical perspectives (feminism, Marxism, constructivism). Presentations should NOT be a re-hash of the various theoretical perspectives or the general topic for the week. Rather, groups should focus on one or more case studies, using the theoretical lenses to examine them. It is essential that you break each theory down into several parts and analyze how each part explains/illuminates (or fails to do so) corresponding parts of the case study. You should discuss the strengths

and weaknesses of your theories' explanatory ability. Presentations must be 15-20 minutes in length and every group member should speak. You are encouraged to use Powerpoint. In addition each group should prepare a 1-2 page handout for the class and have several questions prepared to generate class discussion. Each group should select an individual group member who will chair the class discussion after both presentations have finished. If it is difficult to generate discussion, you may want to consider using small group discussions, 'think-pair-shares' and/or an 'Open Space' forum.

Marks for presentations will be based on 1) Clarity of presentation; 2) Appropriateness of case studies chosen; 3) Linking of theory to case studies; 4) Presentation effectiveness—speaking in such a way that everyone in the room is likely to hear and understand you, presenting material in a captivating and creative way; 5) Ability to generate class discussion through providing interesting questions; 6) Clarity and effectiveness of handout. Every member of the group will receive the same mark, unless it becomes evident that some members have not contributed to the presentation. Topics will be assigned near the beginning of the semester. Students should join a group through D2L as early in the semester as possible.

Model UN (10%): On November 23 a model Security Council will be held in class. Prior to that date, students will select which member of the SC that they will represent and will prepare a paper detailing their country's position, interests and objectives for the SC scenario that will be posted on D2L. One paper should be handed in per group. Note: the makeup of the model UN groups will be different from the other groups students will be assigned throughout the semester. More information to be posted on D2L.

Research Paper (40%): Due November 30. The research paper (3000-4000 words) must address a particular aspect of international organization/global governance, falling under international security, trade, development, the environment, or human rights. You should choose one of the five theoretical approaches covered in the course (realism, liberalism, feminism, Marxism, constructivism) and assess your chosen topic within its framework. Your paper should answer the question: 'How well does the chosen theory explain/view international cooperation in area/institution/case X?' You may wish to consider the theory's/approach's epistemology, ontology, actors/key units of analysis, actors' interests and strategies. Your argument will be strengthened by considering possible critiques of alternative theoretical perspectives. You should draw on at least 5 sources for the empirics of your paper and at least 5 sources for the theoretical component of your paper. (Please see the attached sheet on the necessary 6-part structure. Essays failing to use the structure will receive a failing grade, and, if warranted, 0.)

Final Exam (20%): The final exam will cover assigned readings, material presented in lectures and in group presentations. Topics covered in the exam may include those presented prior to the midterm.

Participation (10%): Students are expected to attend all classes, contribute to discussions (without dominating them) both in class and on D2L and actively participate in classroom activities. It is essential that you do the readings and attend the lectures to fully

participate. If you are absent due to a documented medical/psychological issue, please provide me with written evidence so as not to be penalized.

***NOTE on Lateness:** You will receive a penalty of 3^d (where d is the number of days late) percentage points deducted for submitting the research paper late. Exceptions will be made only in cases of documented illness that compromised your ability to submit the required written work on time.*

Example Only

Course Outline

| Week | Date | Required Readings | Key Dates |
|--------|---------|---|-----------|
| Week 1 | Sept 14 | <p style="text-align: center;">Review of Course Requirements</p> <p style="text-align: center;">Chapter 1: The Challenges of Global Governance</p> <p>Abbott, Kenneth W., & Snidal, Duncan. February 1998. Why States Act Through Formal International Organizations. <i>Journal of Conflict Resolution</i>, 42(1), pp. 3-32.</p> <p>Barnett, M.N. & Finnemore, Martha. Autumn 1999. The Politics, Power, and Pathologies of International Organizations. <i>International Organization</i>, 53 (4), pp. 699 -732.</p> | |
| Week 2 | Sept 21 | <p style="text-align: center;">Chapter 2: The Theoretical Foundations of Global Governance: Mainstream Theories: Liberalism and Realism pp. 35-49</p> <p style="text-align: center;">Realism</p> <p>Mearsheimer, J. (1994). "The False Promise of International Institutions." <i>International Security</i> 19(3): 5-49.</p> <p style="text-align: center;">Liberalism</p> <p>Axelrod, Robert & Keohane, Robert O. October 1985. Achieving Cooperation Under Anarchy: Strategies and Institutions. <i>World Politics</i>, 38(1), pp. 226-254.</p> <p>Lebovic, James H. December 2004. Uniting for Peace? Democracies and United Nations Peace Operations after the Cold War. <i>The Journal of Conflict Resolution</i>, 48 (6), pp 910 – 936.</p> | |
| Week 3 | Sept 28 | <p style="text-align: center;">Chapter 2: The Theoretical Foundations of Global Governance: Social Constructivism and Critical Theories pp. 50-62</p> <p style="text-align: center;">Marxism</p> <p>Cox, R. (1996). Social Forces, States, and World Orders: Beyond International Relations Theory. <i>Neorealism and its Critics</i>. R. O. Keohane. New York, Columbia University Press: 204-254.</p> <p>Murphy, Craig N. (2000). Global Governance: Poorly Done and Poorly Understood. <i>International Affairs</i>, 76(4), pp. 789-803.</p> <p style="text-align: center;">Feminism</p> | |

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| | | <p>Bridges, D. & Horsfall, D. (2009). Increasing Operational Effectiveness in UN Peacekeeping. <i>Armed Forces & Society</i>, 36 (1), pp 120 -130. (This is a pretty boring article, but the students seemed to like it.)</p> <p>Cohn, Carol (1987). 'Sex and Death in the Rational World of Defense Intellectuals,' <i>Signs</i> 12:4, pp. 687-718.</p> <p>Olsson, Louise (2001). Gender Mainstreaming in Practice: The United Nations Transitional Assistance Group in Namibia in Women and International Peacekeeping, ed. Louise Olsson and Torunn Tryggestad. London: Frank Cass. Pp. 97-111.</p> | |
| Week 4 | Oct 5 | <p>Chapter 2: The Theoretical Foundations of Global Governance: Social Constructivism and Critical Theories pp. 50-62</p> <p>Constructivism</p> <p>Martha Finnemore and Kathryn Sikkink (1998), 'International Norm Dynamics and Political Change,' in <i>International Organization</i> 52:4.</p> <p>Wendt, Alexander. Spring 1992. Anarchy is What States Make of It: The Social Construction of Power Politics. <i>International Organization</i>, 46 (2), pp. 391 – 425.</p> | |
| Week 5 | NO CLASS | | |
| Week 6 | Oct 19 | <p>Chapter 8: The Search for Peace and Security</p> <p>Kuziemko, I., & Werker, E. October 2006. How Much is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations. <i>The Journal of Political Economy</i>, 114 (5), pp 905 – 930.</p> <p>Paris, Roland (2001). Human Security: Paradigm Shift or Hot Air. <i>International Security</i>. 26: 67-102.</p> <p>Sandra Whitworth (1994), Men, Militarism, and UN Peacekeeping: A Gendered Analysis. Boulder: Lynne Rienner. Introduction.</p> | Midterm |

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| Week 7 | Oct 26 | <p align="center">Chapter 9: Promoting Human Development and Economic Well-Being Trade</p> <p>Barawa, S. and Shirin M. Rai. "Knowledge and/as Power: A Feminist Critique of Trade Related Intellectual Property Rights." <i>Gender, Technology and Development</i>. 7(1), 2003, 95.</p> <p>Smith, James. August 2004. Inequality In International Trade? Developing Countries and Institutional Change in WTO Dispute Settlement. <i>Review of International Political Economy</i>, 11(3), pp 542 – 573.</p> <p>Ruggie, John Gerald. 1982. International Regimes, Transactions, and Change: Embedded Liberalism in the Post-Cold War Economic Order. <i>International Organization</i> 36 (Special Issue): 379-415.</p> | |
| Week 8 | Nov 2 | <p align="center">Chapter 9: Promoting Human Development and Economic Well-Being Development</p> <p>Kapur, Devesh. Summer 1998. The IMF: A cure or a curse? <i>Foreign Policy</i>, 111, pp 114 - 129.</p> <p>Rogoff, Kenneth. January-February 2003. The IMF Strikes Back. <i>Foreign Policy</i>, 134, pp 38 - 46.</p> | |
| Week 9 | Nov 9 | <p align="center">Chapter 10: Protecting Human Rights</p> <p>Badescu, C. G., & Bergholm, L. (June 2009). The Responsibility to Protect and the Conflict in Darfur: The Big Let-Down. <i>Security Dialogue</i>, 40 (3), pp 287 -309.</p> <p>Reeves, Eric. March 2004. Catastrophe in Darfur. <i>Review of African Political Economy</i>, 31 (99), pp 160 – 161.</p> <p>Wotipka, Christine Min & Tsutsui, Kiyoteru. December 2008. Global Human Rights and State Sovereignty: State Ratification of International Human Rights Treaties, 1965 – 2001. <i>Sociological Forum</i>, 23 (4), pp 724 -754.</p> | |
| Week 10 | Nov 16 | <p align="center">Chapter 11: Protecting the Environment</p> | |

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| | | <p>Finus, M., Altamirano-Cabrera, J.C., & Van Ierland, E.C. October 2005. The Effects of Membership Rules and Voting Schemes on the Success of International Climate Agreements. <i>Public Choice</i>, 125 (1/2), pp 95 - 127.</p> <p>Hornsby, D.J., Summerlee, A.J.S., & Woodside, K.B. September 2007. NAFTA's Shadow Hangs over Kyoto's Implementation. <i>Canadian Public Policy</i>, 33 (3), pp. 285 -297.</p> | |
| Week 11 | Nov 23 | Model UN | |
| Week 12 | Nov 30 | Chapter 12: Innovations in Global Governance for the Twenty-First Century Exam Review | Research Paper Due |

Example Only

Example Only

6-Part Structure For Writing Essays

1) **'Hook'**—Start with a couple sentences to get the reader interested in what you are going to say. One way to do this is to start with a provocative quote or to make a few very general statements about broad issues to which your topic might relate.

2) **Thesis**—In one-two sentences sum up what your essay will argue.

3) **Roadmap**—Tell the reader how you're going to make your argument. E.g. 'In this essay, I will first describe the key tenets of realism, discussing its focus on elites, views of human nature, and the difficulties of perpetual peace. I will then discuss some remedies it offers for constraining states, such as the balance of power. Finally, I will highlight some weaknesses in the theory such as its neglect of civil society and failure to consider the role of international norms in influencing states' behaviour.'

4) **Body**—make your argument in the way that you outlined in the Roadmap.

5) **Summary**—Clearly sum up the body of your argument. This will be very similar to the roadmap. E.g. 'I have discussed X, Y and Z.'

6) **Broader implications**—Conclude with some thoughts on the relevance of your topic to the wider world. What does it tell or fail to tell us about world politics generally? What are some bigger questions that it raises?

Submission Guidelines for *Mapping Politics*, the Memorial Political Science Student Journal

Students submitting a paper to *Mapping Politics* will be required to follow the Style Guide employed by the *Journal*, a style also used by the *Canadian Journal of Political Science*. Below, instructions go into more detail about what exactly that means. If you're unsure about anything, take a look at a recent volume of the *Canadian Journal of Political Science* to see how they did it.

Most importantly, *Mapping Politics* does NOT use footnotes. In-text citations are a key feature of sourcing for all of articles, and papers submitted ought to follow that format.

It is important to note that all submissions must take the form of either a) a research paper; or b) a book review. Opinion pieces, rants, journalistic pieces, and the like will not be accepted by the *Journal*. The *Journal's* editors will automatically reject all papers that do not meet these requirements, without sending them for peer-review.

1. Overall Formatting

Papers submitted to the *Journal* must be submitted in a Word document (*.doc) format. Other formats (pdf, rtf, wpd, etc.) will NOT be accepted.

Submissions must be no shorter than 500 words and no longer than 8000 words. They should be single-spaced, in 12-point Times New Roman, with margins of 2.5 cm on all sides of each page.

Documents not formatted according to the Style Guide will be returned to the author to adjust accordingly.

2. In-text Citations:

The *Journal* employs embedded in-text (parenthetical or author-date) citations, with a list of references at the end of the article (section 6) following endnotes (see section 7).

References to direct quotations, statistics, paraphrases or ideas borrowed from published work immediately follow the borrowed item: generally, the author's last name, the year of publication and the relevant page number(s), depending on what information precedes the reference in the text. When citing page numbers from 100 and up, it is not necessary to repeat the first numeral in the last page referenced if it is the same as the first-page numeral cited; that is, 100-23, rather than 100-123.

• **If the author's name is in the text**, it is omitted in the reference. If the reference is to a complete work, page numbers are not required. For example:

According to Alan Cairns, "the electoral system has been an important factor in the evolution of the Canadian party system" (1968: 78).

Alan C. Cairns's study of the impact of the electoral system on political parties (1968) concludes....

Electoral systems are not neutral (Cairns, 1968).

- **If a reference involves two authors**, both names should be included. For example,

"...one cannot deny that Canada's political parties are facing serious challenges to their presumed monopoly on the linkage function" (Tanguay and Gagnon, 1996: 3).

- **If a reference has more than two authors**, the first author's last name should be followed by "et al." For example,

The effect of identification with governing parties on feelings of efficacy and trust has received attention (Lambert et al., 1986).

- **If there is more than one reference in the manuscript to the same author(s) and the same year of publication**, insert a, b, c, and so forth following the year. For example,

... (Lambert et al., 1986a). ...(Lambert et al., 1986b).

- **When more than one source is to be included in a single citation**, they are listed preferably in alphabetical order, separated by semi-colons. If the list is not exhaustive, but representative of the literature, the list of names and dates should be preceded by the phrase "for example."

Though the number of scholars who have addressed the question is small, the evidence is compelling (for example, Irvine, 1974; Irvine and Gold, 1980; Johnston, 1985; Meisel, 1967, 1975).

- **Also, a brief phrase might be inserted within the parentheses**, such as

... (but see Lambert et al., 1986a).

- **The citation of an institution should precede the information itself**. Also, references that lack an author's name require the name of the institution that sponsored the reference. For an example of each,

Municipal data (City of St. Catharines, 1982: 2) indicate that property tax rates....

- **References to court cases** should contain sufficient information within the text to connect the reader with the item in the list of references at the end of the manuscript. For example,

The Supreme Court of Canada has also rejected the limitations of a "political question" doctrine that would put executive decisions in foreign policy and defence matters largely beyond judicial review (*Operation Dismantle v. The Queen*, 1985).

Of particular note is Justice Thurgood Marshall's argument against capital punishment (U.S. Supreme Court, *Gregg v. Georgia*, 1976).

- **References to sources on the Internet** should approximate as much as possible conventional formats regarding printed sources, indicating when the site was last revised or when you last accessed the site. For example,

The survey employed by the election study team of 2000 (Blais, André et al. ces.html, July 20, 2001) included these questions.

3. Tables and Figures

- Rules for in-text citations apply to the citation of sources at the foot of tables and figures. See section 5 below.
- Tables and figures should be submitted on separately numbered sheets (e.g. no more than one table or figure per page), and should appear at the end of the document, after the list of References. Figures should be drawn carefully, with any text precisely located. If accepted for publication, camera-ready copy of tables and figures might be required.
- The text of the paper should make note of where the table or figure ought to be positioned. The author should indicate where the table or figure should appear in the text, following the paragraph that first mentions that table or figure, with the instruction, "Insert Table 1 (or Figure 1) about here."

4. Reference List at the End of the Manuscript (the Bibliography)

Only references cited in the text are to be included in the list titled "References" at the end of the manuscript.

- The list should be in alphabetical order (Treat Mc as Mac. Surnames containing, for example, De, de la, or Von, should be listed under D or V.)
- Names should be in upper and lower case.
- When several references have the same author(s), the name should be repeated each time and the list should be in chronological order. If the list includes several references by the same author in the same year, distinguishing between or among them by adding a letter to the date of publication (for example, 2002a, 2002b, and so forth).
- In co-authored references, all authors' full names must be included as they appear in the work being referenced.
- Generational references in names, such as Jr or II, should be listed following the given name and a comma. For example,
Rockefeller, John D., III, [the rest of the reference].

Here are some examples of how to cite different types of material. Titles of publications should be italicized rather than underlined.

Books

Archer, Keith, Roger Gibbins, Rainer Knopff and Leslie Pal. 1995. *Parameters of Power: Canada's Political Institutions*. Scarborough: Nelson.

Atkinson, Michael M., ed. *Governing Canada : Institutions and Public Policy*. 1993. Toronto: Harcourt Brace Jovanovich Canada.

Locke, John. 1965. *The Reasonableness of Christianity*, ed. George W. Ewing. Chicago: Regnery.

Macpherson C. B.. 1962. *The Political Theory of Possessive Individualism*. Oxford: Clarendon Press.

Chapter in an edited book

Bennett, Colin J. and Robin Bayley. 1999. "The New Public administration of Information: Canadian Approaches to Access and Privacy." In *Public Administration and Policy: Governing in Challenging Times*, ed. Martin W. Westmacott and Hugh P. Mellon. Scarborough: Prentice-Hall.

Journal article

Salazar, Debra J. and Donald K. Alper. 2002. "Reconciling Environmentalism and the Left: Perspectives on Democracy and Social Justice in British Columbia's Environmental Movement." *Canadian Journal of Political Science* 35: 527-66.

Conference paper

Nesbitt-Larking, Paul. 1994. "The 1992 Referendum and the 1993 Federal Election in Canada: Patterns of Protest." Paper presented at the annual meeting of the Canadian Political Science Association, Calgary.

Occasional paper series

Panayiotis, C. Afxentiou. 1999. "Convergence across Canadian Provinces." Discussion paper series. No. 99-03. Department of Economics. University of Calgary.

Thesis or dissertation

Barr, C. W. 2000. "Evaluations of Political Leaders in Canada, Britain and the United States." Doctoral dissertation. York University, Toronto, Ontario.

Government documents

Canada. Parliament. 1992. *Report of the Special Joint Committee on a Renewed Canada* [Beaudoin-Dobbie Committee]. Ottawa: Supply and Services.

Canada. Privy Council Office. 1996. *Discussion Paper on Values and Ethics in the Public Service*. Ottawa: Privy Council Office.

Alcock, Reg. 2001. Canada. *House of Commons Debates*. November 27, 7576.

Court reports

Supreme Court of Canada. *Morgentaler v. The Queen*, [1976] 1 S.C.R. 616.

Dickson, C.J. *Morgentaler v. The Queen*, [1976] 1 S.C.R. 616, at 672.

Supreme Court of Canada. *Simmons v. The Queen*, (1988) 55 D.L.R. (4th) 673.

U.S. Supreme Court. *Brown v. Board of Education*, 347 U.S. 483 (1954).

Magazine or newspaper articles

Johnson, A. D. 1998. "Measuring Excellence." *Maclean's*, November 23, 30-33.

"Spending Limits Irk Cabinet." 1997. *The Globe and Mail* (Toronto), December 3, A1.

Sources on the Internet

Cite sources on the Internet as closely as possible to conventional formats noted above. For example, consult the printed version, that would be referenced as:

Walker, Janice R. and Todd Taylor. 1988. *The Columbia Guide to Online Style*. New York: Columbia University Press.

Or consult the electronic version, that would be referenced as:

Walker, Janice R. and Todd Taylor. 1988. *The Columbia Guide to Online Style*.
http://www.columbia.edu/cu/cup/cgos/idx_basic.html (April 23, 2001).

Note that in the reference to the electronic document, the date of the print version of the source and the date of an author's access to the electronic source are both listed in reference to the electronic version. If an Internet-based source lacks an author (institutional or human), a publisher or a date of printed publication, use the file name, the date the site was last revised or the date you accessed the site. For the latter case,

Canada Election Study. 2001. <http://www.fas.umontreal.ca/pol/ces-eeec/ces.html> (July 20, 2001).

5. Endnotes

If any at all, manuscripts should contain only brief and necessary explanatory endnotes listed as "Endnotes" following the text and preceding the list of references.

Example Only