

**PSCI 4173: INTERNATIONAL ORGANIZATION**  
**HLMS 267**  
**MWF 10:00 - 10:50AM**  
**SPRING 2015**

Professor: Megan Shannon  
Office: 309 Fleming (near Wolf Law School)  
Phone: 303-492-0797  
Email: meganlshannon@gmail.com or Megan.L.Shannon@colorado.edu

**Office hours:** Monday and Wednesday 11:00am - 12:15pm

No appointment is necessary during office hours. At any time if my office door is open, feel free to knock and come in, even if it is not during specified office hours. If the door is closed, please email or call to make an appointment.

### **Course Description**

In 1994, the country of Rwanda exploded in civil violence. Nearly one million men, women, and children were killed in a very short time period by their own countrymen. During that time, the international community debated what to do. While everyone agreed that the Rwandan genocide was horrible, countries were unable to cooperate in a meaningful way to stop the killing. Most countries did not want to suffer the costs of intervening in a humanitarian crisis.

Rwanda raises a number of questions. Can we as human beings cooperate, when our self-interests are so strong? Can we work together to protect and provide common resources, without a government forcing us to do so? Or, are we so self-interested that cooperation is impossible?

We address questions like these by exploring if and how countries cooperate in a world with no government. We study cooperation over a number of international issues, including peace and security, trade and development, and climate change. We conduct a simulation of international treaty negotiations to gain practical insight into the challenge of global cooperation. Finally, we assess and evaluate a number of global problems, including justice for war crimes victims, human rights protection, and international economic development.

### **What This Class Promises to You**

This class shows you the study of social science as it applies to international cooperation and organization. As social scientists, we will identify puzzling events in international politics. We will construct logical answers to those puzzles. We will develop ways to see whether those answers are right or not. We will look for evidence that can help confirm or reject the answers to the puzzle. We'll identify the holes in the answers and even provide arguments that run counter to the story. We'll draw conclusions about how right or wrong our stories are.

Some of the puzzles and questions we'll address include: does United Nations peacekeeping work? Should the international community provide justice to victims of war crimes, or should countries take care of their own victims? If everyone values the environment, why has it been so hard to broker global climate change agreements? Do non-governmental organizations help

or hinder international cooperation?

On a substantive level, you will understand how the challenge of global cooperation is influenced by countries pursuing their own interests. You will critically analyze the role of the United States in promoting and preventing international cooperation. By the end of the semester, you will be able to identify the most important political challenges to the current world order, and determine how global institutions help or hinder countries in meeting those challenges. You will develop a habit of questioning events in the world around you, constructing answers to your questions, looking for evidence to support or reject your answer, formulating conclusions, and communicating your thoughts clearly in speaking and in writing.

### **What You Bring to the Class**

As part of the University of Colorado community, we strive to find truth. We are a research community that seeks to understand the world around us. CU cannot achieve those goals without the engagement of its undergraduate students. That means your participation in this class is valuable. You have unique gifts, skills, and insights that advance our search for truth and knowledge. If you withhold participation, it stifles and hinders the ability of the community to conduct research.

By enrolling in this class, you have the opportunity to develop, enhance, and contribute knowledge about international organization and cooperation. We pursue knowledge by reading materials on international cooperation, working in groups to discuss social science and world events, and writing about our understanding of global politics. As members of this class, you and I commit to:

- Being in class, and being on time
- Doing the readings in advance
- Engaging in the class discussion and using technology only to further that discussion

This class stresses active learning and is taught in a seminar style as much as possible. We engage in a great deal of discussion in small groups and as a class.

### **Books and Readings**

Textbook: Hurd, Ian. 2013. *International Organizations*, 2nd ed, Cambridge University Press. ISBN: 978-1107612617.

All other required readings are posted to D2L.

### **Grades**

#### *Participation, 5% of overall grade*

To function as a class, your participation is needed. You can participate by asking questions and making quality contributions to class discussion. You'll also participate in small groups with two or three of your classmates. Your participation is assessed by how much you engage the assigned readings. I will call on students to identify and discuss various aspects of the readings. If you show up to every class but do not say a word, you can expect a C minus for this portion of the grade.

#### *Attendance, 5% of overall grade*

Absences are excused in case of university-related events. Attendance will start counting toward your course grade on Wednesday, January 21. For the attendance portion of the grade, two or less absences = 100%, three absences = 90%, four absences = 80%, five absences = 70%, six

absences = 60%, seven absences = 50%, eight or more absences = 0%.

*Reading and Teaching, 10%*

You will be responsible for carefully reading and dissecting two readings, and then teaching them to a small group in class. This assignment requires you to answer a number of questions about a particular article and provide a summary to fellow group members.

*Assignments and Quizzes, 30%*

We will have several writing assignments and quizzes that will help you understand the material. These will be announced and discussed in class. You will have opportunities to receive feedback on the written assignments and rewrite them for a higher grade.

*International Treaty Negotiation Simulation, 25%*

We will simulate an international treaty negotiation. Each student will represent a different actor in the simulation. To prepare for the simulation, you will research and write a paper. The paper accounts for 20% of your overall grade. Your participation in the overall simulation accounts for 5% of your grade. Students who participate often in the simulation and represent their actor appropriately earn higher grades for participation.

*Final Examination, 25%*

The final exam is comprehensive. It will require the use of class notes and summaries.

*Grading Scale*

	B+ 89 - 87	C+ 79 - 77	D+ 69 - 67	
A 93 - 100	B 86 - 83	C 76 - 73	D 66 - 63	F 59 - 0
A- 92 - 90	B- 82 - 80	C- 72 - 70	D- 62 - 60	

*The Grade of A*

The grade of A is given to work that expresses clear, cogent, and logical arguments. Work that receives an A uses evidence from scholarly works and reputable sources to back up its conjectures. It fully considers a number of possible stories before settling on the right one. Work receiving an A is clearly written and organized, in a manner that is accessible to people outside of the class. Someone on the street should be able to read the argument and know exactly the story that is being told.

A student receiving an A grade is able to identify a dependent and independent variable in a given piece of scholarly work. The student can explain the relationship between variables being tested, as well as the way those variables are operationalized and measured. The student can identify weaknesses in the empirical test of the relationship and propose alternative ways of testing the relationship. The student knows what conclusions are supported by the empirical test and knows which conclusions are not.

An A grade is given to students who are on time to class and are fully engaged in class discussion. The student consistently demonstrates strong understanding of the assigned readings, behaves in a professional manner, and offers helpful analysis of classmates' work.

*The Grade of B*

The grade of B is given to work that makes arguments, but the argument is not logically consistent. It provides some evidence for its conjectures, but the evidence is not always relevant or does not strongly support the story.

A grade of B can identify dependent and independent variables and hypotheses, but may exhibit some confusion over the results of an empirical test. It is not able to critically assess the limits of a particular test or suggest alternative ways of testing the relationship. B work may also be somewhat confused about the extent to which conclusions are supported by an empirical test.

A grade of B is given to students who are not always on time to class and are only somewhat engaged in class discussion. The student often demonstrates understanding of the assigned readings, but may at times offer factually inaccurate insights.

#### *The Grade of C*

The grade of C is given to work that expresses unclear and muddled arguments. It avoids taking a definite position and tries to straddle a number of different stories. The work does not provide clear evidence for its conclusions. It relies on emotions or personal opinion to support its conjectures. Finally, the writing is unclear and disorganized.

Work receiving a C has trouble identifying theory, dependent variables, independent variables, or hypotheses. It does not engage in much critical assessment of empirical tests. It may be able to identify conclusions that are drawn in a particular work, but cannot adequately explain how the evidence provided supports those conclusions.

A grade of C is given to students who are often late to class, are unengaged, and do not often behave professionally. A C grade reflects general lack of knowledge about the readings.

#### *The Grade of D*

Work receiving a grade of D is unable to identify dependent or independent variables, theory or hypotheses. It may give facts or information received in class, but it cannot relate that information to a broader story or show how that information supports or rejects a theory. Like a grade of C, work receiving a grade of D uses emotions and personal conjectures rather than facts or evidence to support a particular argument.

#### *The Grade of F*

The grade of F is given to work that makes no attempt to incorporate information from this class to answer puzzles or questions. It bases its argument solely on emotions or opinions that were not developed through research. It uses street knowledge or conventional wisdom to make a case. F work may also be factually inaccurate. Taking another scholar's direct words and passing them off as one's own (plagiarism) also constitutes F work. Finally, a grade of F is given to work that is not turned in or completed.

### **Academic Integrity**

Both you and I are responsible for upholding academic integrity. By my writing this syllabus, and by your enrolling in this course, we agree to uphold the CU Academic Honor Pledge, which says:

*As citizens of an academic community of trust, CU-Boulder faculty and students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others. Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays in the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.*

All incidents of academic misconduct should be reported to the Honor Code Council (honor@colorado.edu and 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).” Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

### **Attendance and Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please discuss with me in advance if you will miss class because of a religious obligation. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### **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 discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veterans 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. See policies at

<http://www.colorado.edu/policies/classbehavior.html>  
and at

[http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### **Discrimination and Harassment**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

<http://hr.colorado.edu/dh/>

### **Schedule of Lecture Topics and Readings**

The reading schedule will be modified as needed to reflect the pace of the course, so you’ll want to check it frequently on D2L. Readings may be added or subtracted. Complete the readings listed for each day before coming to class.

### **Reading Political Science**

Wed, Jan 14

- Most, Benjamin. Questions to Ask About Readings.
- Introduction to Freakonomics.

### **Study of International Organizations**

*What does it mean to study international organizations as a social scientist?*

Fri, Jan 16

- Zinnes, Dina. Three Puzzles in Search of a Researcher.

### **Anarchy and the International System**

*Without world government, who rules? Are there any rules?*

Wed, Jan 21

- Thucydides, The Melian Dialogue.

Fri, Jan 23

- Slaughter, Anne-Marie. Was the Libyan Intervention Really an Intervention?

### **Theorizing International Cooperation**

*How do we explain when countries cooperate? How do we explain when they don't?*

Mon, Jan 26

- Textbook, Chapter 2

Wed, Jan 28

- Wendt, Alexander. Anarchy is What States Make of It. [read and teach paper]

### **Introduction to International Institutions**

Fri, Jan 30

- Textbook, Chapter 1

### **Institutions, Peace, and Security**

*When is it legitimate for countries to intervene in other countries to broker peace?*

Mon, Feb 2

- Textbook, Chapter 5
- Thakur, Ramesh. Iraq's Challenge to World Order.

### **United Nations Peacekeeping**

*Does UN Peacekeeping work? Why or why not? What do we mean by 'work'?*

Wed, Feb 4

- Barnett and Finnemore, Chapter 5, Rules for the World. [read and teach paper]

Fri, Feb 6

- Textbook, Chapter 6
- Movie, Ghosts of Rwanda

Mon, Feb 9

- Movie, Ghosts of Rwanda

Wed, Feb 11

- Movie, Ghosts of Rwanda

Fri, Feb 13

- Greig and Diehl, 2005. The Peacekeeping-Peacemaking Dilemma.

- Kathman, Hultman, and Shannon. United Nations Peacekeeping and Civilian Protection in Civil War [read and teach paper]

### **International Justice: The International Court of Justice, International Criminal Court, and War Crimes Tribunals**

*Should the international community provide justice for victims of war crimes? Or should it leave that to countries?*

Mon, Feb 16

- Textbook, Chapter 9

Wed, Feb 18

- Prosecutor vs. Akayesu.
- International Justice in Africa: The ICC Bares Its Teeth

Fri, Feb 20

- Simmons and Danner, 2010. Credible Commitments and the ICC [read and teach paper]

### **Human Rights and Humanitarianism**

*Do all human beings deserve certain rights? If so, how responsible should we be for the rights of people in other parts of the world? How responsible should our government be?*

Mon, Feb 23

- Textbook, Chapter 7

Wed, Feb 25

- Hathaway, Oona. Do Human Rights Treaties Make a Difference?

Fri, Feb 27

### **Trade Institutions**

*Do trade institutions increase world trade, or would countries trade even without institutions? What challenges do trade institutions face?*

Mon, Mar 2

- Textbook, Chapter 3

Wed, Mar 4

- Goldstein et. al, 2007. Understanding the Effects of GATT and the WTO on World Trade. [read and teach paper]
- Matoo and Subramanian. From Doha to the Next Bretton Woods.

Fri, Mar 6

- Pelc, Googling the WTO [read and teach paper].

### **Finance and Development**

*Are international institutions interested in helping countries out of poverty? Or are they looking out for the interests of richer countries?*

Mon, Mar 9

- Textbook, Chapter 4

Wed, Mar 11

- Broz and Hawes. Congressional Politics of Financing the International Monetary Fund. [read and teach paper].

Fri, Mar 13

\*Choose **one** of the following papers to read and teach

- Hartzell et al. Economic Liberalization via IMF Structural Adjustment: Sowing the Seeds of Civil War?
- Nelson, Stephen. Playing Favorites: How Shared Beliefs Shape the IMF's Lending Decisions

### **Non-Governmental Organizations**

*Are NGOs doing the business of governments and international organizations? If so, is that a good thing?*

Mon, Mar 16

- Gereffi, Garcia-Johnson, and Sasser. The NGO-Industrial Complex. [read and teach paper]
- Mallaby. NGOs: Fighting Poverty, Hurting the Poor. [read and teach paper]

Wed, Mar 18

- Treaty simulation paper introduced at the end of class

Fri, Mar 20

### **International Cooperation and the Environment**

*If everyone values the environment, why aren't countries working together more to protect it?*

Mar 23-27: Spring Break, No Class

Mon, Mar 30

- Textbook, Chapter 8

Wed, Apr 1

- No reading

Fri, Apr 3

- Tingley, Dustin and Michael Tomz. Conditional Cooperation and Climate Change. [read and teach paper]

### **International Cooperation Over Common Resources**

*Why do countries cooperate to protect some common resources, like whales, but not others?*

Mon, Apr 6

- No reading

Wed, Apr 8

- Peterson, M.J. Whalers, Cetologists, Environmentalists, and the International Management of Whaling. [read and teach paper]

Fri, Apr 10

### **Simulation of International Treaty Negotiations**

Mon, Apr 13 - Fri, Apr 24

- Background paper due Monday, Apr 13

### **The Future of International Cooperation**

*Will countries cooperate more or cooperate less in the future?*

Mon, Apr 27

- Textbook, Chapter 10

Wed, Apr 29



- Pericles' Funeral Oration

Fri, May 1

- Information for final exam

Final Exam: The final exam is take-home. It must be turned in by Sunday, May 3, 10:00pm.