

INTERNATIONAL ORGANIZATION

Political Science (PSCI) 4173 Spring Term 2017

Class Times: MWF 1–1:50 pm in HLMS 211

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Office Hours: Mondays & Wednesdays 2–3:30 pm in Ketchum 114F

(Office hours are also available at other times with an email appointment)

Course Website: <https://learn.colorado.edu>

Course Description

This is an advanced undergraduate course in international relations. This course focuses on understanding and analyzing why states create international institutions and why the effects of these institutions vary. This course is divided into two sections. We will begin with a discussion of why states create international institutions and why such institutions do or do not produce desired outcomes. Later sections of the course will examine how international governance has evolved in five different issue areas—peace and security, the international economy, the environment, human rights, and international migration—and what the current challenges are.

Readings, lectures, and assignments will assume at least introductory-level knowledge of the study of international relations (PSCI 2223 or equivalent). I expect students to actively and enthusiastically engage with all the materials.

Reading Materials

1. **Required Textbook:** Karns, Margaret P. and Karen A. Mingst. 2010. *International Organizations: The Politics and Processes of Global Governance*. 2nd edition. Boulder, CO: Lynne Rienner Publishers. On the schedule below, the book is denoted as KM. The first and third editions of this textbook are substantially different from the one used in this course, so it is *not okay* to use.
2. **Journal Articles on D2L:** The textbook will be complemented by a set of journal articles. They will come from academic research journals. They will be available on the course D2L site. You are responsible for downloading and reading them.

Course Requirements

1. **Attendance:** Class attendance is mandatory. Absences will be excused only in cases of serious health conditions, family emergencies, religious observances, or other legitimate reasons (e.g. travel for a school-sponsored sport), and appropriate *evidentiary documentation* will be required. Please communicate attendance issues with me *in advance*. You will be given two “freebies”, meaning that you are permitted to miss two class periods during the semester without being penalized. Use the freebies wisely for family affairs, minor health problems, etc. Each unexcused absence beyond the allotted two will result in a penalty on your final attendance grade. Each missed class after the first two classes incurs a 5 % deduction from the attendance portion of the grade. For example, if you miss a total of 4 class periods, you would receive a grade of 90% for the class attendance part of your grade. Note that if you are *absent on the date an assignment is due*, *you are still responsible for submitting the assignment on time* unless prior arrangements have been made.

2. **Participation:** Participation in class discussion is an essential part of any discussion seminar. For active participation, you are expected to come to class having read all assigned reading materials. For many classes, I will incorporate some clicker questions. While the answers will not be graded, students are expected to answer them consistently. For full credit, you need to answer all the questions. I will *not account for any excused absences or equipment problems*, since the required amount of participation more than sufficiently compensates for such scenarios. It is your responsibility to bring your clicker to class and to make sure it functions correctly. Please purchase a CU Clicker remote at the CU Bookstore and register it online by following the instructions at: <http://oit.colorado.edu/node/779>.
3. **Examinations:** Three exams will be given during the term, each worth 20%. These exams will be administered in class. The exams will include definition and essay questions based on the required readings and lecture slides and they are not cumulative. Details of the exams will be given in class and there will be a review session for each exam. There will be no make-up exams offered for sickness/medical reasons/personal reasons including a death in the family unless you are able to: 1) provide documentation *and* 2) give me advance notice that you will miss the exam on the scheduled date. You will need to contact me *before* the exam or you will receive zero credit.
4. **Research Paper:** See pp. 6-7.

Grading Policy

Attendance / Participation (including answering clicker questions) / Pop Quizzes	10%
1 st Exam (February 13)	20%
2 nd Exam (March 13)	20%
3 rd Exam (May)	20%
Research Paper Outline (March 24)	5%
Research Paper (an electronic copy on D2L and a paper copy) (April 21)	25%
<i>Late papers will be marked down one letter grade for each day late (i.e. B+ → C+)</i>	
	100%

- You must *complete all* course requirements laid out above to receive a non-failing grade in the course. There will be *no extra credit assignments* offered in this class. Your course grade will be calculated based on the assignments described above.
- Here is my numerical grade scale: A 100-94, A- 90-93, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 63-66, D- 60-62, F <60
- If you think that your paper or exam answers have been graded unfairly, we can talk about it during my office hours (but not in the classroom during or right after class). However, before we meet in my office to talk about your grade, you must submit to me a type written request for re-evaluation along with the assignment. The written statement must explain specifically where and why you think that you received insufficient credit for your answer. Re-evaluation will be conducted *de novo*.
 - *Be forewarned:* I will not accept explanations arguing that your grade was just not high enough because you studied really hard for the test, you should keep your scholarship, or your education is expensive. You need to be able to show specific grading errors on my part.

Class Schedule

- KM = Karns and Mingst. Journal articles can be found on the course D2L site.
- This schedule is subject to change throughout the semester.

Introduction	Jan 18 W <ul style="list-style-type: none"> • Discuss Syllabus 		
What Are International Organizations ?	Jan 20 F <ul style="list-style-type: none"> • IOs: Definition & Brief History • R: KM Ch. 1 (pp. 5-9) & Ch. 3 	Jan 23 M <ul style="list-style-type: none"> • IOs: Classification Schemes • IOs to International Governance • R: KM Ch. 1 (pp. 3-29) 	
Why Do States Pursue International Governance?	Jan 25 W <ul style="list-style-type: none"> • Theories of International Cooperation • R: KM Ch. 2 (pp. 35-53) 	Jan 27 F <ul style="list-style-type: none"> • Collaboration vs. Coordination I • R: No 	Jan 30 M <ul style="list-style-type: none"> • Collaboration vs. Coordination II • R: Coglianesi (2000)
	Feb 1 W <ul style="list-style-type: none"> • Centralization & Independence • R: Abbott and Snidal (1998) 	Feb 3 F <ul style="list-style-type: none"> • Power & Hegemony I • R: Gruber (2001) 	Feb 6 M <ul style="list-style-type: none"> • Power & Hegemony II • R: KM Ch. 7 (pp. 255-274) (<i>Recommended:</i> Goldstein and Gowa (2002)) • Possible exam questions on D2L
	Feb 8 W <ul style="list-style-type: none"> • Domestic Political Causes • R: Putnam (1998) 		
Exam 1	Feb 10 F <ul style="list-style-type: none"> • In-class study session 	Feb 13 M <ul style="list-style-type: none"> • Exam 1 	

What Are The Effects Of International Governance	Feb 15 W <ul style="list-style-type: none"> • Institutional Outcomes & Effects: Outputs vs. Outcomes • R: Drezner (2014) 	Feb 17 F <ul style="list-style-type: none"> • Institutional Outcomes & Effects: State Compliance • R: Downs, Rocke, and Barsoom (1996) 	Feb 20 M <ul style="list-style-type: none"> • Commitment & Sanctioning: Punishment • R: Sattler, Spilker, and Bernaber (2014)
	Feb 22 W <ul style="list-style-type: none"> • Commitment & Sanctioning: Unintended Noncompliance • R: Chayes and Chayes (1993) 	Feb 24 F <ul style="list-style-type: none"> • No class due to ISA conference in Baltimore 	Feb 27 M <ul style="list-style-type: none"> • Commitment & Sanctioning: Institutional Designs • R: Mitchell (1994)

	Mar 1 W <ul style="list-style-type: none"> Commitment & Sanctioning: Naming & Shaming R: Murdie and Davis (2012) 	Mar 3 F <ul style="list-style-type: none"> Information & Monitoring: State Behavior R: Dai (2002) 	Mar 6 M <ul style="list-style-type: none"> Information & Monitoring: State Intentions R: Thompson (2006) Possible exam questions on D2L
	Mar 8 W <ul style="list-style-type: none"> Domestic Politics & Cooperation R: Mansfield, Milner, and Rosendorff (2002) 		
Exam 2	Mar 10 F <ul style="list-style-type: none"> In-class study session 	Mar 13 M <ul style="list-style-type: none"> Exam 2 (covering all since 1st exam) 	

Discuss Paper Assignment	Mar 15 W R: No		
How Has International Governance Evolved? : 1. Peace And Security	Mar 17 F <ul style="list-style-type: none"> Historical Evolution R: KM Ch. 3 (pp. 63-72) 	Mar 20 M <ul style="list-style-type: none"> The UN: Principles & Majors Organs R: KM Ch. 4 (pp 95-131) 	Mar 22 W <ul style="list-style-type: none"> The UN: Instruments in Governing Peace & Security R: KM Ch. 8 (pp. 289-303, 311-355)
	Mar 24 F <ul style="list-style-type: none"> Case Study: Conflicts in Syria R: TBA PAPER OUTLINE DUE IN CLASS 		
	Mar 27 M	Mar 29 W Spring Break - No Class	Mar 31 F
	Apr 3 M <ul style="list-style-type: none"> UN Problems & Reforms R: KM Ch. 4 (pp. 131-143) 		
	Apr 5 W <ul style="list-style-type: none"> Historical Evolution R: KM Ch. 9 (pp. 387-422) 	Apr 7 F <ul style="list-style-type: none"> Developing Countries in the World Economy R: KM Ch. 9(pp. 387-422) 	Apr 10 M <ul style="list-style-type: none"> IMF R: KM Ch. 9 (pp. 387-422)
2. The International Economy			

	Apr 12 W <ul style="list-style-type: none"> • WB • R: Dreher, Sturm, and Vreeland (2009) 		
3. The Environment	Apr 14 F <ul style="list-style-type: none"> • Salience of Environment Issues • Historical Evolution • R: KM Ch. 11 	Apr 17 M <ul style="list-style-type: none"> • Sustainable Development • R: KM Ch. 11 	
4. Human Rights	Apr 19 W <ul style="list-style-type: none"> • Historical Evolution & UN Human Rights Regime • R: KM Ch. 10 	Apr 21 F <ul style="list-style-type: none"> • International Criminal Court • R: KM Ch. 10 • PAPER DUE IN CLASS. Late papers will be marked down one letter grade for each day late. 	Apr 24 M <ul style="list-style-type: none"> • Human Rights Abuses & Aid Giving • R: Lebovic and Voeten (2009)
5. Migration	Apr 26 W <ul style="list-style-type: none"> • Governing International Migration • R: Sachs (2016) 	Apr 28 F <ul style="list-style-type: none"> • Case Study: Migrants • R: TBA • Possible exam questions on D2L 	
Regional Integration	May 1 M <ul style="list-style-type: none"> • European Integration • R: KM Ch. 5 (pp. 145-155 & 160-177) 		
Conclusion	May 3 W <ul style="list-style-type: none"> • Global Governance for the 21st Century • R: KM Ch. 12 		
Exam 3	May 5 F <ul style="list-style-type: none"> • In-class study session 	May <ul style="list-style-type: none"> • Exam 3 (covering all since 2nd exam) 	

Research Paper Assignment

1. Research Paper Outline (due in class on March 24)

- What IGO (International Governmental Organization) will you be considering in terms of capture?
- What Northern government(s) may have captured this institution?
- What behavior/outcomes would be consistent with capture of this institution by this set of Northern governments?
- A working bibliography that consists of at least 6 different citations, including 3 non-internet sources (i.e. books and/or academic articles).

2. Research Paper (due in class on April 21)

This will be a 7-page paper (and it must be paginated) with doubled spacing and 12 point font. Your bibliography, which must consist of at least 6 different citations including 3 non-internet sources (i.e. books and/or academic articles), does not count towards this page limit.

To some, northern governments, including but not limited to the United States, have “captured” IGOs (International Governmental Organizations). Capture refers to the idea that one or more member-states have effectively taken control of the institutions, using these institutions to obtain their preferred outcomes. Choosing *one* IGO, I want you to make an evidence-based argument either for or against capture by some Northern government (or set of Northern governments). In making this argument, you must be specific about exactly which Northern government(s) have or have not captured this specific institution.

All papers must follow the structure outlined below and *use signposting* to demonstrate this structure.

- *Introduction (2 paragraphs)*: In the first paragraph tell me very briefly 1) what IGO you will be evaluating in terms of capture by what set of Northern governments, 2) whether or not your argument concludes in favor of capture, and 3) what evidence will be used to reach this conclusion. In the second paragraph, tell me how your paper will be organized.
- *Part 1 (4 pages)*: Focusing on your specific IGO, does the evidence support or deny the claim of capture? To answer this question, you must first specify the patterns of behavior/outcomes that we should see if the institution were captured by one or more Northern governments. Stated somewhat differently, you need to explain what the Northern government(s) wants to achieve in capturing the institution. After first identifying these expected patterns, you then present the evidence bearing on these behavior/outcomes. If you find this evidence, then you are making the case for capture. If not, then you are arguing against capture. When you write this section of the paper, you must be able to explain how your evidence argues for or against institutional capture; do not assume that your evidence will speak for itself.
- *Part 2 (2 pages)*:
 - If you *argued for* “capture” in part 1, then how did the Northern government(s) assume control of the IGO? You need to be specific here, what structures within this IGO allowed for capture by the Northern member-state(s)? Assuming that institutional capture is undesirable, at least from the perspective of the other member-states, then how might the institution be reformed, or re-structured, to reduce the influence of the capturing North government(s)?
 - If you *argued against* “capture” in part 1, then how was the IGO able to resist being captured by Northern governments? You need to be specific here; what structures

within this IGO helped prevent capture? Are other major IGOs also structured in this way such that they also could not be captured by the Northern governments?

- *Conclusion (1 paragraph)*: Briefly summarize your argument and the evidence in support of it.
- *Bibliography*: You need to fully cite your sources. You will need at least 6 different sources, all cited within the paper, and at least 3 must be non-internet sources (i.e. books and/or academic articles).

You will need to submit this paper both *as a hard copy in class (this is the version that will be graded with comments)* and *electronically on D2L* so that I can verify its originality using **turnitin.com**. You will not receive credit for this paper until I have both a paper copy and the electronic version has passed the originality test.

Class Policies

1. **Disability Arrangements**: Accommodations based on disability will be made whenever possible. If you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, please submit to me a letter from Disability Services in *the first two weeks of class* so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community, N200, and <http://www.colorado.edu/disabilityservices>. If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.
2. **Religious Observance**: 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. In this class, this requires you to notify me at the beginning of the semester of any quiz, exam, or due date/s that conflict with a religious holiday that you observe. In that case, we will determine alternative arrangements for the quiz, exam, or due date/s. For additional information please refer to the following website: http://www.colorado.edu/policies/fac_relig.html.
3. **Discrimination and Harassment**: The University of Colorado Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships Policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status 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/Pages/default.aspx>.
4. **Classroom Behavior**: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, creed, politics, veterans status, sexual orientation, gender, gender identity, 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:

www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

- In this class, appropriate classroom behavior includes arriving on time and remaining for the entire class. Do not sleep, read the newspaper, send email or text messages, play games, have private conversations, watch movies & ESPN, etc. during lectures. Be sure to turn off your cell phones before class begins.
- The classroom is an environment for civil discussion. Because the matters of this course inevitably touch on fundamental approaches to politics and the economy, you might find yourself disagreeing vehemently with some of the material we discuss and some points students raise. This provides an excellent opportunity to hone debating skills. Attacking others for their viewpoints will not be tolerated. Each occurrence of unprofessional behavior will result in the deduction of a letter grade from your final grade.

5. **Academic Honesty:** All students of the University of Colorado Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. My academic dishonesty policy is very simple: You will receive a failing grade for the class if you are found cheating on examinations, plagiarizing the work of others, and attempting to turn in assignments used in previous classes, along with all other possible infractions noted in the University's policy on academic dishonesty (e.g. lying, bribery, threatening behavior). Moreover, all incidents of academic misconduct will be reported to the Honor Code Council (303- 735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from me and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). I **will not** tolerate academic dishonesty and you **will** face the harshest punishment possible if you attempt it. Please refer to <http://honorcode.colorado.edu> to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at honor@colorado.edu.
6. **Writing:** Although this is not a writing/composition class, I strongly encourage you 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. I will deduct points from 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.