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School of Diplomacy and International
Relations

Fall 2018

DIPL 2109 Institutions of Global Governance

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DIPL 2109: Institutions of Global Governance

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Course Objectives

This class will develop answers to the following question: Where does order come from in International Relations? In the first part of the course, we will lay the groundwork to answer this question. We will explore the conditions that make cooperation more or less likely. We will discuss *actors* in international relations: states, international governmental organizations (IGOs), non-governmental organizations (NGOs), and private sector actors like multinational corporations (MNCs).

The second part of this course is topic specific. In exploring current global problems relating to security, economic development, human rights, and the environment, we will understand why global policymaking is a demanding endeavor. We will discuss how these actors interact with one another to solve pressing global problems. This will allow us to better appreciate the barriers that exist to international cooperation, and understand the conditions under which those barriers can be resolved.

Course Materials

Two *required* books have been ordered for this class. Please make sure that you have the correct editions of each text. Feel free to use any vendor you wish. Plenty of used copies of the Love book are available on Amazon for much less than list price.

International Organizations: The Politics and Process of Global Governance

Authors: Margaret P. Karns, Karen A. Mingst, and Kendall W Stiles
3rd Ed., July 22, 2015 – Lynne Rienner Press
ISBN: 978-1-6263-751-4

Beyond Sovereignty

Author: Maryann Cusimano Love
4th Ed., 2011 – Cengage Learning Publishers
ISBN: 978-0-4957-9323-6

Other readings will also be available on Blackboard. These consist of journal articles, excerpts from readers, and a set of cases from the Institute for the Study of Diplomacy.

Evaluation

Your grade in this class will be based on the following:

- Short Paper (15%)
- Blog Assignment (15%)

Midterm Examination (30%)
Final Examination (40%)

More information about each of these assignments is on the next to last page of the syllabus.

Student Learning Outcomes

By the end of the semester, students should have acquired knowledge and understanding of: key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy and the interaction between politics and economics in the international system. Students should also have developed the skills to: collect, sort, and evaluate information; analyze complex situations and synthesize information; integrate different fields of study in analysis of a complex world; and communicate effectively in oral and written form.

Other Course Policies

Late work: Late work will be penalized with a deduction of one letter grade per day.

Participation: Students are expected to be actively involved in learning in this class. I will rely heavily on in-class discussion and will employ Socratic method from time to time as a means of drawing out discussion.

Final Exam Date: The final exams in this class will be given according to the posted time in the university schedule.

Academic Integrity: Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

A note on citation formats: Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Accommodation: It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes: Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide

documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Schedule of Assignments

August 27	Introduction and Overview
August 29	Key Issues Karns, Mingst, and Stiles Chap 1
September 3	NO CLASS (LABOR DAY)
September 5	International Cooperation as a problem Love Chapter 1
September 10	Theory: IR Paradigms Karns, Mingst, and Stiles Chap 2
September 12	Theory: Issue Structure Kenneth A. Oye, “Explaining Cooperation Under Anarchy: Hypotheses and Strategies” <i>World Politics</i> 38:1 (October 1985), pp. 1-24. Lisa L. Martin, “Interests, Power, and Multilateralism” <i>International Organization</i> 46:4 (Autumn 1992), pp. 765-792. (NB: Only read through page 783)
September 17	State Responses to Transsovereign problems Karns, Mingst, and Stiles Chapter 3 Love Chapter 2
September 19	Understanding the forms of international cooperation Kenneth W. Abbott and Duncan Snidal “Hard And Soft Law In International Governance” <i>International Organization</i> 54:3 (Summer 2000), pp. 421-456.

- September 24** **Building IGOs**
Jon Pevehouse, Timothy Nordstrom, and Kevin Warnke “International Governmental Organizations” Excerpt from Paul Diehl, ed., *The Politics of Global Governance* 3rd Edition.
- Kenneth W. Abbott and Duncan Snidal “Why States Act Through Formal International Organizations” *Journal of Conflict Resolution* 42:1 (February 1998), pp. 3-32.
- September 26** **Global IGOs**
Karns, Mingst, and Stiles Chapter 4
- October 1** **Regional IGOs**
Karns, Mingst, and Stiles Chapter 5
- October 3** **NGOs**
Karns, Mingst, and Stiles Chapter 6
- Love Chapter 3
- October 8** **NO CLASS (FALL BREAK)**
- October 10** **Multinational Corporations**
ISD Case 520 “Shell in Nigeria: Corporate Social Responsibility and the Ogoni Crisis”
- Love Chapter 4
- October 15** **Partnerships between actors**
Karns, Mingst, and Stiles Chapter 14
- Love Chapter 14
- October 17** **The Problem of Compliance**
Abram Chayes and Antonia Handler Chayes. 1993. On Compliance. *International Organization* 47(2):175-205.
- Beth Simmons. 1998. Compliance with International Agreements. *Annual Review of Political Science* 1:75-93.
- October 22** **MIDTERM EXAM**
- October 24** **Security 1: Collective Security and Peacekeeping**
Karns, Mingst, and Stiles Chapter 7 (pages 317-337 ONLY)
- ISD Case 269 “The Dutch in Srebrenica”

- October 29** **Security 2: Proliferation**
Karns, Mingst, and Stiles Chapter 7 (pages 353-366 ONLY)
- Love Chapter 11
- October 31** **Security 3: Terrorism**
Karns, Mingst, and Stiles Chapter 7 (pages 366-377 ONLY)
- Love Chapter 5
- November 5** **Economics 1: Global Finance**
Karns, Mingst, and Stiles Chapter 8 (pages 379-396 ONLY)
- ISD Case 235 “Managing the Asian Meltdown”
- November 7** **Economics 2: Global Trade**
Karns, Mingst, and Stiles Chapter 8 (pages 396-404 ONLY)
- Keisuke Iida “Is WTO Dispute Settlement Effective?” Excerpt from Paul Diehl, ed., *The Politics of Global Governance* 3rd Edition.
- November 12** **Economics 3: Global Production**
Karns, Mingst, and Stiles Chapter 8, remainder, and Chapter 9
- ISD Case 239, Parts A & B “Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question of Sweatshop Labor”
- November 14** **Human Rights and Extradition**
Karns, Mingst, and Stiles Chapter 10 (pages 467-497 ONLY)
- ISD Case 230, Parts A, B, and C “The English Patient: General Pinochet and International Law”
- November 19** **Human Rights and the International Criminal Court**
Karns, Mingst, and Stiles Chapter 10, remainder
- ISD Case 258, Parts A, B, and C “Establishing an International Criminal Court”
- November 21** **NO CLASS (THANKSGIVING)**
- November 26** **Human Rights and the varying effectiveness of IOs/NGOs**
Emilie Hafner-Burton and Kiyoteru Tsutsui. 2005. Human Rights in A Globalizing World: The Paradox of Empty Promises. *American Journal of Sociology* 110(5):1373-1411.

- November 28** **Environment 1**
Karns, Mingst, and Stiles Chapter 11 (pages 555-571 ONLY)

ISD Case 454 “Debt for Nature Swaps”
- December 3** **Environment 2**
Karns, Mingst, and Stiles Chapter 11, (pages 529-555 ONLY)

ISD Case 265, “The U.S. Position on the Kyoto Protocol: Senate Ratification or Not?”
- December 5** **Environment 3**
Ronald Mitchell. 1994. Regime Design Matters. *International Organization* 48(3):425-458.
- December 10** **Review Session - Hand out Take Home Exam**

FINAL EXAMS:

2 pm section: December 13, 8am-10am

3:30 pm section: December 17, 10:10am-12:10pm

Particulars on Assignments:

Short Paper.

I will give you the paper topic in advance of the due date. Your answer to this question is to be **no more than six double-spaced typed pages** with standard (1") margins and 12 point fonts. This essay is due at the start of class, and will be due around the end of October after the midterm.

NOTE: All written assignments must be submitted online through Blackboard. Instructions are at the following URL: http://blogs.shu.edu/techtips/files/safeassign_student.pdf

Midterm (October 22) and Final (December 13 or 17)

Both these tests will have two components. The in-class component will be multiple choice questions taken equally from lectures and reading. A take-home component will be comprised of short-answer essay questions.

Blog Assignment.

Each class section will have its own blog. I will break the class into groups of 2, and you and your partner and I will choose a date from October 24 through to December 5. Your assignment is to create a post dealing with IGOs or NGOs operating in the relevant issue area. The post should be distinct from course material covered in the readings for that day. Your post will have the following elements:

- Attach a URL to a recent news item regarding the IGO or NGO.
- Briefly summarize the news item in no more than a paragraph.
- Conclude the post with an analysis of approximately 500 words relating the article to broader themes in the class.

Blog posts are due by on the day that the class meets by 9am EST. All posts on the blog must be submitted in conventional English and be checked for spelling and grammar. Since you are professionals, do not use internet slang conventions.

Examples of posts can be found at previous class blogs:

2014:

<http://iggfall2014800amsection.wordpress.com/>

<http://iggfall2014930section.wordpress.com/>

2011:

<http://iggfall201110am.wordpress.com/>

<http://iggfall2011130am.wordpress.com/>

An Extremely Quick Refresher Guide to Paper Writing:

Your grade in this class will be based in part on your answers to assigned paper topics. Students tend to make recurring mistakes in their writing. The comments below are based on these recurring mistakes, and are a clue as to what I will be looking for in reading your answers. Disciplined writing is a professional skill. Remember: unclear writing reflects unclear thinking!

Problem One: Framing the Question.

After I hand out the paper topic, do not panic. The key issues that you need to concern yourself are the following:

- What does this question ask?
- What doesn't the question ask?
- What should an answer look like?

The impulse to hit the ground running is always there. Do not do this. Figure out what the question does and does not ask. Too often well-intentioned students encounter problems because their paper is simply off-topic. Make an OUTLINE of what your argument will look like. DOUBLECHECK that your outline fits what is asked. Tell the reader what your argument is (and please note that does not mean "restate the question to the reader) in the first paragraph.

Problem Two: Organization.

This is a key trouble spot. You will not read a single paper in this class where the thesis is not immediately apparent. I will ask you to make arguments. Your paper should have a clear thesis. Tell the reader what the argument is and make those points. The exact mechanics are up to you, but lists of bullet points (instead of well-organized paragraphs) are absolutely unacceptable.

Problem Three: Use of Examples and Evidence.

Two things to avoid here. First, though Diplomacy students know a lot about current and historical events, but a danger is a type of name dropping in which the example is disconnected from the point the author wishes to make. This produces sentences that are equivalent to "You know, like in the Cuban Missile Crisis." This reader is not omniscient. If you don't elaborate the point (i.e., tell the reader HOW this example fits the argument) it suggests that you are not sure how it fits.

Second, I will not ask you for additional research for the paper. Assigned readings will suffice. I am perennially stunned at student use of internet sources in lieu of assigned readings. Avoid this, as it doesn't convey a good message and could get you in deep trouble (see class policy on plagiarism on page 2).

Problem Four: The Conclusion.

Related to point #2 above, students are often so harried that they get to the end and stop rather than wrap up with a conclusion that reiterates and reinforces the main point, or ties the essay to broader themes. This can be a liability. A strong intro and conclusion is what will distinguish A papers from B ones.