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Spring 2019

DIPL 6002 International Organizations

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DIPL 6002: International Organizations

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Course Objectives:

International Organizations (be they IGOs or NGOs) are often poorly understood, but they serve very real and important functions in our world. International relations would be profoundly different if they did not exist. Our goal in this class is three fold. First, we will trace the evolution of studies that address why international organizations are created. Second, we will discuss the functions that international organizations serve and the factors that shape their effectiveness. Third, we will apply this theoretical knowledge to empirical research on international organizations in the fields of political economy, security, the environment, and human rights.

That having been said, it is worth stressing that this is a graduate level course in IO. As a result, we will not be reviewing the design of individual IOs *per se*. Our concern is more general: to understand why IOs are created, why they look the way they do, and how we better understand (both theoretically and empirically) the influence that they have.

Course Materials:

One required textbook has been ordered for this course. Any edition of Keohane will suffice.

Robert O. Keohane. 1984. *After Hegemony*. Princeton: Princeton University Press.
(ISBN: 0-691-02228-3).

Note: Students have also found the following optional text a good source for background materials:

Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles *International Organizations: The Politics and Process of Global Governance* Lynne Rienner, 3rd Edition, 2015.
(ISBN: 978-1-62637-151-4)

Articles will be available for downloading through the Blackboard page for this course.

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 organizations and the social science research process. 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.

Evaluation:

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

Three Short Papers (45% of grade, as follows)

Week Three Paper (15%)

Week Five Paper (15%)

Week Nine Paper (15%)

Two Research Analysis Papers written over Weeks Ten-Thirteen (15% each)

Take-home Final Examination (25%)

More information on each of these assignments can be found on page 7 of the syllabus.

Other Course Policies:

Late work: Late work will not be accepted.

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

<http://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>

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

Students should review the folder with academic integrity resources on Blackboard.

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

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 in a folder 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:

January 14

Week One: Introduction

January 21 MLK Day. No Class. *Please keep in mind that Add-Drop ends this week!*

January 28

Week Two: Regime Theory (1)

Stephen D. Krasner. 1982. Structural Causes and Regime Consequences: Regimes as Intervening Variables. *International Organization* 36(2): 185-205.

Arthur Stein. 1982. Coordination and Collaboration: Regimes in an Anarchic World. *International Organization* 36(2): 299-324.

February 4

Week Three: Regime Theory (2)

PAPER DUE

Robert O. Keohane. 1984. *After Hegemony*. Princeton: Princeton University Press. Chapters 1-6.

J. Martin Rochester. 1986. The Rise and Fall of International Organization as a Field of Study. *International Organization* 40(4):777-813.

Recommended: Karns, Mingst, and Stiles, Chapter Two.

February 11

Week Four: From Regimes to Legalization

Kenneth Abbott, Robert Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. 2000. The Concept of Legalization. *International Organization* 54(3): 401-419.

Kenneth Abbott and Duncan Snidal. 2000. Hard and Soft Law in International Governance. *International Organization* 54(3): 421-456.

Gregory Shaffer and Mark A. Pollack. 2011. Hard vs. Soft Law in International Security. *Boston College Law Review* 52(4): 1147-2011.

February 18**PAPER DUE****Week Five: Building Institutions**

Barbara Koremenos, Charles Lipson and Duncan Snidal. 2001. The Rational Design of International Institutions *International Organization* 55(4): 761-800.

Kenneth Abbott and Duncan Snidal. 1998. Why States Act Through Formal International Organizations *Journal of Conflict Resolution* 42(1):3-32.

Michael Barnett and Martha Finnemore. 1999. The Power, Politics, and Pathologies of International Organizations *International Organization* 53(4):699-732.

Michael J. Gilligan. 2004. Is There A Broader-Deeper Tradeoff in International Multilateral Agreements? *International Organization* 58(3):459-484.

Recommended: Karns, Mingst, and Stiles, Chapters Three and Four.

February 25**Week Six: Norms and IO**

Martha Finnemore. 1993. International Organizations as Teachers of Norms. *International Organization* 47: 565-97.

Martha Finnemore and Kathryn Sikkink. 1998. International Norm Dynamics and Political Change. *International Organization* 52(4):887-917.

Ian Hurd. 2005. The Strategic Use of Liberal Internationalism: Libya and the UN Sanctions, 1992-2003. *International Organization*. 59:495-526.

March 4**Week Seven: Non-Governmental Organizations**

Steve Charnovitz. 1997. Two Centuries of Participation: NGOs and International Governance. *Michigan Journal of International Law* 18(2): 183-286.

Alexander Cooley and James Ron. 2002. The NGO Scramble. *International Security* 27(1):5-39.

Anne Marie Clark and Elisabeth Friedman. 1998. The Sovereign Limits of Global Civil Society. *World Politics* 51:1-39.

Recommended: Karns, Mingst, and Stiles, Chapter Six.

March 11**SPRING BREAK****March 18****Week Eight: Role of Domestic Politics**

John Gerard Ruggie. 1982. International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order. *International Organization* 36(2):379-415.

Andrew P. Cortell and James W. Davis. 1996. How do International Institutions Matter? The Domestic Impact of International Rules and Norms. *International Studies Quarterly* 40:451-478.

Judith Goldstein and Lisa Martin. 2000. Legalization, Trade Liberalization, and Domestic Politics: A Cautionary Note. *International Organization* 54(3):603-632.

Robert D. Putnam. 1988. Diplomacy and Domestic Politics. *International Organization* 42(3):427-460.

March 25

PAPER DUE

Week Nine: The Problem of Compliance

Beth Simmons. 1998. Compliance with International Agreements. *Annual Review of Political Science* 1:75-93.

Abram Chayes and Antonia Handler Chayes. 1993. On Compliance. *International Organization* 47(2):175-205.

George Downs, David Rocke, and Peter Barsoom. 1996. Is the Good News about Compliance Good News about Cooperation? *International Organization* 50:379-406.

Jeffrey Checkel. 2001. Why Comply? Social Learning and European Identity Change. *International Organization* 55(3):553-588.

April 1

Week Ten: IO & IPE

Irfan Nooruddin and Joel W. Simmons. 2006. The Politics of Hard Choices: IMF Programs and Government Spending. *International Organization* 60(4):1001-1033.

Christina Davis. 2004. International Institutions and Issue Linkage: Building Support for Agricultural Trade Liberalization. *American Political Science Review* 98(1):153-169.

Erica Gould. 2003. Money Talks: Supplemental Financiers and IMF Conditionality. *International Organization* 57(3):551-586.

Beth Simmons. 2000. International Law and State Behavior: Commitment and Compliance in International Monetary Affairs. *American Political Science Review* 94(4):819-835.

Recommended: Karns, Mingst, and Stiles, Chapters Eight and Nine.

April 8

Week Eleven: IO & Security

Beth Simmons. 2002. Capacity, Commitment, and Compliance: International Law and the Settlement of Territorial Disputes. *Journal of Conflict Resolution* 46(6): 829-856.

Ken Rutherford. 2000. The Evolving Arms Control Agenda: Implications of the Role of NGOs in Banning Antipersonnel Landmines. *World Politics* 53(1):74-114.

Alexander Thompson. 2006. Coercion through IOs: The Security Council and the Logic of Information Transmission. *International Organization* 60(1): 1-34.

Michael Doyle and Nicholas Sambanis. 2000. International Peacebuilding: A Theoretical and Quantitative Analysis. *American Political Science Review* 94(4):779-801.

Recommended: Karns, Mingst, and Stiles, Chapter Eight.

April 15

Week Twelve: IO and Environment

Ronald Mitchell. 1994. Regime Design Matters. *International Organization* 48(3):425-458.

Kal Raustiala and David Victor. 2004. The Regime Complex for Plant Genetic Resources. *International Organization* 58(2):277-309.

Evan Ringquist and Tatiana Kostadinova. 2005. Assessing the Effectiveness of International Environmental Agreements. *American Journal of Political Science* 49(1):86-102.

Daniel L. Nielson and Michael J. Tierney. 2003. Delegation to International Organizations: Agency Theory and World Bank Environmental Reform. *International Organization* 57(2):241-276

Recommended: Karns, Mingst, and Stiles, Chapter Eleven.

April 22 Easter Monday. No Class.

April 29

Week Thirteen: IO and Human Rights

Andrew Moravcsik. 2000. The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe. *International Organization* 54(2):217-252

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.

Eric Neumayer. 2005. Do International Human Rights Treaties Improve Respect for Human Rights? *Journal of Conflict Resolution* 49(6):925-953.

Martin S. Edwards, Kevin M. Scott, Susan Hannah Allen and Kate Irvin. Sins of Commission? Understanding Membership Patterns on the UN Human Rights Commission. *Political Research Quarterly* 61:3 (September 2008), 390-402.

Recommended: Karns, Mingst, and Stiles, Chapter Ten.

May 6

Week Fourteen: Concluding Reflections

Keisuke Iida. 2004. Is WTO Dispute Settlement Effective? *Global Governance* 10(2):207-225.

Final Exam Distributed

Ruth W. Grant and Robert O. Keohane. 2005. Accountability and Abuses of Power in World Politics. *American Political Science Review* 99(1):29-43.

Richard S. Williamson and Jana Chapman Gates. 2012. Rising Powers and a New Emerging Order. Working Paper. Chicago Council on Global Affairs.

Particulars on Assignments:

Short Papers

Critical thinking is essential in this class. To aid this, we will have short writing assignments (no more than 5 pages of text) that focus on the readings in Weeks Three, Five, and Nine. All submissions are due via upload to Blackboard by the start of class that week. Please use 1" margins and 12 point fonts, and remember to use Chicago Manual of Style for citations. No outside reading is necessary for these assignments. You will want to review the writing tips on the next page.

Week Three: Imagine that Robert Keohane was writing *After Hegemony* in 2018. Would it still be an optimistic work? Why or why not? What does this tell us about neoliberal institutional international relations theory?

Week Five: What are the key points of contrast between Abbott and Snidal and Barnett and Finnemore? What does this tell us about the state of debate between rival international relations paradigms?

Week Nine: Where do compliance problems actually come from? Which scholar or scholars make the best arguments? How essential is enforcement to compliance?

Research Analysis Papers

You will pick two articles assigned for the weeks 10 through 13, and write short papers on each article analyzing and extending the research. These papers will be 4 pages maximum, double-spaced with 1" margins and 12 point fonts, and remember to use Chicago Manual of Style for citations. Please upload your submission to Blackboard by the start of class for that week.

The assignment is to answer the following questions for each article:

- 1) What is the outcome that the author is trying to explain?
- 2) How does this paper connect with previous readings in this class?
- 3) What is the author's argument?
- 4) What are the alternative explanations for this outcome?
- 5) What are the policy implications of these findings?
- 6) Identify one problem with the design of this study. How could this study be improved?

Take Home Final Exam

Each student will prepare a 15 page minimum final exam which will consist of essay questions based on course material. The final will be handed out in class on **May 6**, and will be due to me electronically by 12 noon on **May 13**.

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

A 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 get in trouble 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. Make sure that you have an argument. If you do not have an argument, then your submission will be more summary than analysis, and that is not what we are looking for.

Problem Two: Organization.

This is a key troublespot. You will not read a single paper in this class where the thesis is not immediately apparent. I will ask you to make arguments, and your paper should have a thesis. Tell the reader what you are going to do and make those points. The exact mechanics are up to you, but lists of bullet points (instead of well-organized paragraphs) are absolutely unacceptable. As suggested above, outlining your answer before you write is strongly recommended.

Problem Three: Use of Examples and Evidence.

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.

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. Intros and conclusions are important, and they are often neglected.

University Writing Resources:

The University Writing Center located on the 3rd floor of the library offers a number of resources to help you succeed. These include the following:

- One-on-one meetings with a tutor to discuss your writing. You can meet with a graduate student or a professor. Sign up for appointments here: <http://blogs.shu.edu/studenttoolkit/the-writing-lab/>
- An Online Writing Lab (OWL) in which you submit a paper and receive written feedback on it within 48 hours. For more information: <http://academic.shu.edu/owl/front.htm>

Please note that there are further resources on writing in a folder on Blackboard.

Additional Resources:

You will need to keep up with current events. Students often ask me what I read. A list of blogs and reporters that I follow that focus on international organizations appears below:

- [PassBlue](#)
- Colum Lynch's columns in [Foreign Policy](#)
- Richard Gowan's columns in [World Politics Review](#)
- The Monkey Cage column in the [Washington Post](#)
- [Stewart Patrick's blog](#) at Council on Foreign Relations
- [Security Council Report](#)
- Center for UN and Global Governance Studies [Permanent Observer](#) blog

Please note the collection of other helpful links here: <https://library.shu.edu/intrela>