

Carleton University
Fall 2015
Department of Political Science

PSCI 3600A
International Institutions
Monday 14:35-17:25
Please confirm location on Carleton Central

Instructor: Elizabeth Friesen
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Office Hours: Monday 11:30 - 13:30 or by appointment
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Course Description: This course provides a practical as well as theoretical introduction to the role of international organizations and institutions in contemporary international politics. The first part of the course outlines the historical development of international institutions and considers how different theoretical perspectives shape our understanding of international institutions. The second part of the course focuses on practice and examines the role of international institutions in the issue areas of security, the economy, international development, human rights, the environment and democratic accountability.

The aim of this course is to provide students with a broad understanding of international institutions as well as introduce them to some of the complexities of the topic. It seeks to help students understand the economic, social, and political factors involved in the development and operation of international institutions and organizations to help students to develop the analytical tools to critically assess the role played by international organizations and institutions in global governance. Finally, this course is intended to provide students with the opportunity to think critically, discuss constructively, write persuasively and develop the skills to communicate their ideas.

Texts: There is one required textbook for this course:

*Rittberger, Volker, Bernhard Zangl and Andreas Kruck. 2012. *International Organization*, 2nd edition. Basingstoke: Palgrave MacMillan. [henceforth RZK]

All other readings (both required and supplementary) can be accessed from ARES (the library's online reserves). Students are encouraged to purchase the required textbook.

Course Format: With the exception of the first class on **Friday September 4**, classes meet once a week on Monday 14:35-17:25. The classes combine combines lectures, informal discussion and formal debates.

Starting in Week 4 the final hour of class will be devoted to debate and discussion. When the formal portion of the debate presentation is completed the floor will be opened to the entire class for questions, comments and discussion.

Evaluation

Students will be evaluated on the basis of their attendance and participation, group debate presentation, debate reflection paper, term paper, and final exam.

1) Attendance and Participation	15%	
2) Debate Assignment		
Debate Presentation (group grade)	5%	
Debate Reflection (individual grade)	10%	(due in class one week after debate presentation)
3) Term paper	35%	
Term Paper proposal	5%	(due in class week 6)
Term Paper	95%	(due in class week 11)
4) Final exam	35%	(during formal exam period)

Attendance and Participation: It is important for students to attend all lectures and participate actively in class debates and discussions. To do this successfully students must complete the required readings for each weekly session and give them careful thought before attending class. Evaluation is based on regular attendance (5%) and the quality of in class participation (10%). A good-quality contribution should reflect students' knowledge and critical views of the various issues raised by the readings and their active participation during class discussion.

It is important to arrive on time and participate in the entire class. Late arrivals and early departures are disruptive to other students and will be noted. An attendance sheet will be circulated in each class. It is recommended that the instructor be informed when students have to miss class for legitimate reasons.

Besides attending classes, students are encouraged to follow the news on world politics and international institutions from available credible news sources such as newspapers (e.g. the Globe and Mail, Wall Street Journal, New York Times, Financial Times), and other online news sources and news magazines (e.g. the BBC, the Economist).

Debate Assignment: The formal debate is a group project. Each team will be made up of three to four students. A signup sheet will be available in class starting in week 2. As space allows students will be able to sign up for their preferred issue on a first-come-first-served basis. Starting in week 4 teams will debate either "for" or "against" a given proposition relating to the lecture topic. All team members will be required to participate in the debate presentation. After the formal portion of the debate the floor will be opened to the audience and members of the class will be invited to pose questions and make

comments. This will lead in to a broader, less structured discussion of the issues. Finally, an informal vote will be taken to determine the “winning team”.

Each team is required to work together to develop their strategy and co-ordinate their presentation. This assignment will be evaluated based on the Debate Presentation, a group grade, and the Debate Reflection, an individual grade.

For the **Debate Presentation** (5%) evaluation will be based on the team's ability to present a coherent and convincing argument or series of arguments that demonstrate that they have a thorough grasp of the key issues. Good organization and the ability to argue persuasively and think quickly are important. The ability to challenge the arguments of the opposing team effectively as well as to answer rebuttals of your own team's arguments is important.

The **Debate Reflection** (10%) is a short **2-3 page double spaced** paper reflecting on the debate assignment. It is due **in class** the week after the debate. It provides an opportunity to reflect on the debate itself. For example, it provides an opportunity to consider what arguments, strategies, and presentation techniques worked in the debate? What did not? Why? In this reflection students might also consider how their views changed, or perhaps stayed the same, as a result of participating in this exercise. Finally, this short reflection provides an opportunity for each debater to communicate to the instructor how their team worked and to state (briefly) their view of the relative contributions of team members.

Further details on the debate assignment will be made available on CU learn.

It is important to note that some students will find themselves in the position of having to argue a position with which they disagree. Please note this is not a waste of time. It is an opportunity to test your own position by engaging with an opposing point of view.

Term Paper: Students will write a term paper (**10 -12 pages, double spaced**) on a topic of their choice from a list provided by the instructor. While the topic of the term paper need not be related to the debate, students should note that the term paper topics will be structured to allow students to use the preparation for the debate as a foundation for their term paper or vice-versa. This term paper will require a critical examination of an international organization or institution in a particular issue area of global governance. Papers will be evaluated on form (grammar, syntax, and presentation), content (use of relevant, original, and current material) and analysis (nuance, balance, and critical assessment).

To be sure the preparation for the paper is on the right track a brief (two page) preliminary outline must be submitted to the instructor **in class** on Week 6. This should include:

- The provisional title of your paper
- The research question your paper will address
- A thesis statement

- A preliminary list of at least six academic sources (i.e. peer reviewed books or journal articles)

The final paper is due **in class** on Week 11. Please note the original marked copy of your term paper proposal must be resubmitted with your research paper. Further details of the term paper assignment will be made available on cuLearn. **Only a hard copy of the assignment will be accepted, unless permission is granted by the instructor.**

There will be a penalty for late papers and exceptions will be granted only for documented medical reasons and personal emergencies. Late Assignments will be deducted one letter grade category per **calendar** day. For example, a B paper that is one day late will be reduced to a B-. Students are strongly encouraged to organize their time to avoid late penalties. Please note, the Departmental Drop Box is emptied and date stamped at 4 pm Monday to Friday and penalties are assessed based on the date stamp.

Final Examination: The final examination will be three hours long and consist of a choice of five short answers and two essay questions. Students will be examined on the material covered in class and in the required readings. The examination will be held during the formal exam period. The date and location will be announced later in the semester.

Course Schedule, Topics and Assigned Readings

Items marked by an asterisk (*) are required readings. Students are encouraged to explore and make use of the supplementary readings, particularly for their debate preparation and term paper. The instructor reserves the right to make changes to the reading list.

Week 1 (Friday September 4):

Introduction to History, Context, and Theory of International Institutions

Required

*RZK pp. 1-10; 15-34; 35-69.

Supplementary

Abbot, Kenneth and Duncan Snidal. 1998. "Why States Act through Formal International Organizations", *Journal of Conflict Resolution*, Vol.42, No. 1, pp. 3-32.

Keohane, Robert. 1988. "International Institutions: Two Approaches", *International Studies Quarterly*, Vol. 32, No. 4, pp. 379-396.

Kratochwil, Friedrich and John Gerard Ruggie. 1986. "International Organization: A State of the Art on an Art of the State", *International Organization*, Vol. 40, No. 4, pp. 753-775.

No class Monday September 7 (Labour Day)

Week 2 (Monday September 14):

Theory of International Institutions (continued)

Required

- * Mearsheimer, John. 1995. "The False Promise of International Institutions", *International Security*, Winter 1994/95 Vol. 19, No. 31, pp. 5 - 49. Read only pp. 5-14 and 47-49.
 - * Keohane, Robert O. and Lisa L. Martin. 1995. "The promise of Institutional Theory", *International Security*, Vol. 20, No. 1 (Summer 1995), pp. 39-51.
 - *Ruggie, John Gerard. 1998. " What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge", *International Organization* 52, 4, Autumn 1998, pp. 855–885. May omit "The Classical Roots" pp. 857-862 and "The Social Constructivist Project" pp. 878-882.
- Supplementary*
- Strange, Susan. 1999. "The Westfailure System", *Review of International Studies* 25, pp. 345–354.

Week 3 (September 21): Theory of International Institutions (continued) and Non-State Actors

Required

- * RZK 71-72, 119-136.
- * Mathews, Jessica. 1997. "Power Shift", *Foreign Affairs*, Vol. 76, No. 1, pp. 50-66.
- * Weiss, Thomas G., Tatiana Carayannis, and Richard Jolly. 2009. "The "third" United Nations." *Global Governance* 15 (1): 123-142.

Supplementary

- Keck, Margaret and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press. pp. 1-38
- Pigman, Geoffrey Allen. 2010. *Contemporary Diplomacy*. Cambridge: Polity. Chapter 2 pp. 17-30.
- Sinclair, Timothy. 1994. "Passing Judgement: Credit Rating Processes as Regulatory Mechanisms of Governance in an Emerging World Order", *Review of International Politics*, Vol. 1, No. 1 pp. 133-159.

Week 4 (September 28): Security

Formal debates start.

Required

- *RZK pp. 141-172.
- * Hurd, Ian. 2002. " Legitimacy, Power, and the Symbolic Life of the UN Security Council", *Global Governance*, Vol. 8, No. 1 (Jan.–Mar. 2002), pp. 35-51.

Supplementary

- Mahmood, Fakiha. 2013. "Power Versus the Sovereign Equality of States: The veto, the P-5 and United Nations Security Council Reforms". *Perceptions*, 18(4), 117-138.
- Stiles, K.W. 2006. "The Power of Procedure and the Procedure of the Powerful: Anti-Terror Law in the United Nations". *Journal of Peace Research*, Vol.43, No. 1, pp. 37-54.
- Abrahamsen, Rita and Michael C. Williams. 2009. "Security Beyond the State: Global Security Assemblages in International Politics". *International Political Sociology*. 3(1): 1–17.

Week 5 (October 5): Trade

Required

* RZK pp. 173-184.

*Hufbauer, Gary Clyde and Jeffrey J. Schott. 2012. "Will the World Trade Organization Enjoy a Bright Future?" Peterson Institute for International Economics Policy Brief, No. PB12-11, May 2012. Can be accessed through:

<http://www.iie.com/publications/pb/pb12-11.pdf>

* Iida, Keisuke. 2004. "Is WTO Dispute Settlement Effective?", *Global Governance*, Vol. 10, No. 2, pp. 207-224.

Supplementary

Kevin Gallagher, "Understanding Developing Country Resistance to the Doha Round," *Review of International Political Economy*, Vol. 15, No. 1, 2008, pp. 62-84.

Goldstein, Judith et al. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade", *International Organization*, Vol. 61, No. 1, pp. 37-67.

No class Monday October 12 (Thanksgiving)

Week 6 (October 19): Finance

Term paper outline due

Required

* RZK 192-202, 210-221

* Porter, Tony. 2005. *Globalization and Finance*. Cambridge: Polity. pp. 3-11; 31-45.

* Baker, Andrew. 2010. "Restraining Regulatory Capture? Anglo-America, Crisis Politics and Trajectories of Change in Global Financial Governance", *International Affairs*, Vol. 86, No. 3, 2010, pp. 647-663.

Supplementary

Helleiner, Eric and Stefano Palgiari. 2009. "Toward a New Bretton Woods? The First G20 Leaders Summit and the Regulation of Global Finance", *New Political Economy*, Vol. 14, No. 2, pp. 275-287.

Underhill, Geoffrey and Xiaoke Zhang. 2008. "Setting the Rules: Private Power, Political Underpinning, and Legitimacy in Global Monetary and Financial Governance", *International Affairs*, Vol. 84, No. 3, pp. 535-554.

Susan Strange, "What Theory? The Theory in Mad Money," CSGR Working Paper No. 18, 1998. Can be accessed through:

http://wrap.warwick.ac.uk/2107/1/WRAP_Strange_wp1898.pdf

No class Monday October 26 (Reading Week)

Week 7 (November 2): Development

Required

* Stiglitz, Joseph. 2008. "Is there a Post-Washington Consensus?", in Narcis Serra, Shari Spiegel, and Joseph Stiglitz (eds.), *The Washington Consensus Reconsidered*. New York: Oxford University Press. pp. 41-56.

* Therien, Jean-Philippe. 2012. "The United Nations and Human Development: From Ideology to Global Policies". *Global Policy*, Vol. 3, No. 1, pp. 1-12.

* Joshi, Devin and Roni Kay O'Dell. 2013. Global Governance and Development Ideology: The United Nations and the World Bank on the Left-Right Spectrum. *Global Governance* 19(2), pp. 249-275.

Supplementary

Antje Vetterlein, "Seeing Like the World Bank on Poverty," *New Political Economy*, Vol. 17, No. 1, 2012, pp. 35-58.

Wade, Robert. 2010. "The State of the World Bank", *Challenge*, Vol. 53, No. 4, pp.43-67.

Weaver, Catherine. 2007. "The World's Bank and the Bank's World", *Global Governance*, Vol. 13, No. 4, pp. 493-512.

Week 8 (November 9): Human Rights I

Required

* RZK pp. 242-267.

* Ignatieff, Michael. 2001. "The Attack on Human Rights", *Foreign Affairs*, Vol. 80, No. 6, pp. 102-116.

* Kissinger, Henry A. 2001. "The Pitfalls of Universal Jurisdiction", *Foreign Affairs*, Vol. 80, No. 4 (Jul. - Aug., 2001), pp. 86-96.

Supplementary

Moravcsik, Andrew. 2000. "The Origins of Human rights regimes: Democratic Delegation in Postwar Europe", *International Organization*, Vol. 54, No. 2, pp. 217-252.

Week 9 (November 16): Human Rights II

Required

* Joachim, Jutta. 2003. "Framing Issues and Seizing Opportunities: the UN, NGOs, and Women's Rights", *International Studies Quarterly*, Vol. 47, No. 2, pp. 247-74.

* Bellamy, Alex J. 2014. From Tripoli to Damascus? Lesson learning and the implementation of the Responsibility to Protect. *International Politics* 51(1): 23-44.

* Roht-Arriaza, Naomi. 1999. "Institutions of International Justice", *Journal of International Affairs*. Spring 99, Vol. 52 Issue 2, pp. 473-492.

Supplementary

Pietila, Hikka. 2007. *The Unfinished Story of Women and the United Nations*. New York: UN Non-Governmental Liaison Service. Chapter 2-3.

Bovarnick, S. 2007. "Universal Human Rights and Non-Western Normative Systems: A Comparative Analysis of Violence against Women in Mexico and Pakistan", *Review of International Studies*, Vol. 33, pp. 59-74.

Carpenter, R. Charli. 2003. "Women and children first: gender, norms, and humanitarian evacuation in the Balkans 1991-95", *International Organization*, Vol. 57, No. 4, pp. 661-694.

Skard, Toril. 2008. "Getting our History Right: How Were the Equal Rights of Women and Men Included in the Charter of the United Nations?" *Forum for Development Studies*, No. 1, pp. 37-60.

Week 10 (November 23): Environment

Required

* RZK pp. 223-241.

* Young, Oran. 2008. "The Architecture of Global Environment Governance: Bringing Science to Bear on Policy", *Global Environmental Politics*, Vol. 8, No. 1, pp. 14-32.

* Roberts, J. Timmons. 2011. "Multipolarity and the New World (Dis)order: US Hegemonic Decline And the Fragmentation of the Global Climate Regime," *Global Environmental Change*, Vol. 21, No. 3, pp. 776-784.

Supplementary

Newell, Peter. 2008. "The political economy of global environmental governance", *Review of International Political Economy* 34, pp. 507-529.

Eckersley, Robyn. 2004. "The Big Chill: The WTO and Multilateral Environmental Agreements", *Global Environmental Politics*, Vol. 4, No. 2, pp. 24-50.

Vihma, Antto, Yacob Mulugetta, and Sylvia Karlsson-Vinkhuyzen. 2011. Negotiating Solidarity? The G77 through the prism of climate change negotiations. *Global Change, Peace & Security* 23(3), pp. 315-334.

Ringius, Lasse. 1997. "Environmental NGOs and Regime Change: : The Case of Ocean Dumping of Radioactive Waste", *European Journal of International Relations*, 3: 61, pp. 61-104.

Week 11 (November 30): Democracy, Accountability, and Representation

Term paper due

Required

* Barnett, Michael N. and Martha Finnemore. 1999. " The Politics, Power, and Pathologies of International Organizations", *International Organization*. Vol. 53, No. 4 (Autumn, 1999), pp. 699-732.

* Dahl, Robert. 1999. "Can International Organizations be Democratic: A Sceptic's View" in Ian Shapiro and Casiano Hacker-Cordon (eds.), *Democracy's Edges*. Cambridge: Cambridge University Press, pp. 19-36.

* Mallaby, Sebastian. 2004. "NGOs: Fighting Poverty, Hurting the Poor", *Foreign Policy*, September/October, Issue 144, pp. 50-58.

Supplementary

Keohane, Robert, Stephen Macedo and Andrew Moravcsik. 2009. "Democracy-Enhancing Multilateralism," *International Organization*, Vol. 63, No. 1, pp. 1-31.

Kratochwil, Friedrich and John Gerard Ruggie. 1986. "International Organization: A State of the Art on an Art of the State", *International Organization*, Vol. 40, No. 4, pp. 753-775.

Week 12 (December 7): Conclusion and Review

Required

* RZK pp. 268-276.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.