

**INTERNATIONAL ORGANIZATION
INR3502, SECTION 02
BELLAMY 115
M W 3:35 - 4:50PM
FALL 2012
TWITTER @FSUINR3502**

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Office hours: M W 2:00 - 3:15pm

Feel free to stop by during office hours - no appointment is necessary. If you would like to reserve an uninterrupted block of time during office hours or other available times, please visit <http://tungle.me/meganshannon> and schedule an appointment that is convenient for you.

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 climate change negotiations to gain practical insight into the challenge of global cooperation. Finally, we assess and evaluate a number of global problems, including justice war war crimes victims, human rights promotion, 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 Florida State community, we strive to find truth. We are a research community that seeks to understand the world around us. Florida State 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.

Academic Honor Policy

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 FSU Academic Honor Pledge, which says "I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times." If you would like more clarification and examples of academic honor violations, please visit <http://academichonor.fsu.edu/policy/policy.html>

Textbook

Pease, Kelly-Kate S. 2011. *International Organizations*, 5th ed, Prentice Hall. ISBN: 0205075878

All other required readings are posted to Blackboard.

International organizations and world order are constantly changing, and the class should reflect these changes. Therefore, I will occasionally assign additional or different readings to help us keep up with current events. I will put these readings on Blackboard or email them to the class.

Grades

Participation, 10%

To function as a class, your participation is needed. You can participate by asking questions, making quality contributions, and stopping by office hours. If you show up to every class but do not say a word, you can expect a C for this portion of the grade.

Reading and Teaching, 10%

You will be responsible for carefully reading and dissecting two articles, and then teaching them to a small group in class. The dissections require you to answer a number of questions about a particular article and provide a summary to fellow group members. Articles available for dissection are marked with a star * in the syllabus. You can choose any two that you would like to dissect throughout the semester.

Assignments, 30%

We will have several writing assignments that will help you understand the material. These will be announced and discussed in class.

Climate Change Simulation, 25%

We will simulate an international conference on climate change. Each student represents a country in the simulation. To prepare for the simulation, you will research and write a paper (10 pages) on your country's policies toward climate change. The paper accounts for 20% of your overall grade. The simulation also requires you to work with a group to propose a draft resolution that represents the group's position toward an international agreement on climate change. Your participation in the group and the overall simulation accounts for 5% of your grade. Students who participate often in the simulation, as well as represent their country accurately, earn higher grades for participation.

Final Examination, 25%

The final exam is comprehensive. It will require the use of class notes and group article dissections.

The grading scale for the course is as follows. Grades ending in .5 or higher are rounded up to the nearest whole percentage point:

	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.

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.

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.

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 in this class. 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.

Attendance Policy

There is no official attendance policy for this class, but attendance factors into your participation grade. The university's attendance policy is that excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdr@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Schedule of Lecture Topics and Readings

The syllabus may be modified as needed to reflect the pace of the course. Readings may be added or subtracted. Complete the readings listed for each day before coming to class.

Reading Political Science

Wed, Aug 29

- 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?

Wed, Sep 5

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

Anarchy and the International System

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

Mon, Sep 10

- Thucydides, The Melian Dialogue.
- 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?

Wed, Sep 12

- Textbook, Chapter 3

Mon, Sep 17

- Textbook, Chapter 4

- Wendt, Alexander. Anarchy is What States Make of It.*

Introduction to International Institutions

Wed, Sep 19

- Textbook, Chapter 2

Institutions, Peace, and Security

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

Mon, Sep 24

- 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, Sep 26

- Barnett and Finnemore, Chapter 5, Rules for the World.*

Mon, Oct 1

- Movie, Ghosts of Rwanda

Wed, Oct 3

- Movie, Ghosts of Rwanda

Mon, Oct 8

- Review, Ghosts of Rwanda
- Greig and Diehl, 2005. The Peacekeeping-Peacemaking Dilemma.*
- Kathman, Hultman, and Shannon. UN Intervention and Civilian Targeting in Civil War.*

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?

Wed, Oct 10

- Prosecutor vs. Akayesu.
- International Justice in Africa: The ICC Bares Its Teeth
- Simmons and Danner, 2010. Credible Commitments and the ICC.*

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, Oct 15

- Textbook, Chapter 9
- Hathaway, Oona. Do Human Rights Treaties Make a Difference?*

Trade Institutions

Do trade institutions increase world trade, or would countries trade even without institutions?

What challenges do trade institutions face?

Wed, Oct 17

- Textbook, Chapter 6

Mon, Oct 22

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

Finance and Development

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

Wed, Oct 24

- Textbook, Chapter 7

Mon, Oct 29

- Broz and Hawes. Congressional Politics of Financing the International Monetary Fund.*

Non-Governmental Organizations

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

Wed, Oct 31

- Gereffi, Garcia-Johnson, and Sasser. The NGO-Industrial Complex.*
- Mallaby. NGOs: Fighting Poverty, Hurting the Poor.*
Note: the above two readings must be dissected and taught as a group
- Climate change paper introduced at the end of class

International Cooperation and the Environment

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

Mon, Nov 5

- Textbook, Chapter 8

Wed, Nov 7

- Tingley, Dustin and Michael Tomz. Conditional Cooperation and Climate Change.*

International Cooperation Over Common Resources

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

Mon, Nov 12

- Peterson, M.J. Whalers, Cetologists, Environmentalists, and the International Management of Whaling.*

Wed, Nov 14

- Reading TBA

Mon, Nov 19

- Climate Change background paper due
- Introduction to simulation

Simulation of Climate Change Negotiations

Mon, Nov 26

- Informal negotiations

Wed, Nov 28

- Formal Negotiations

Mon, Dec 3

- Formal Negotiations

The Future of International Cooperation

Will countries cooperate more or cooperate less in the future?

Wed, Dec 5

- Textbook, Chapter 10
- Barnett and Finnemore, The Politics, Power, and Pathologies of International Organizations.* [Blackboard]
- Pericles' Funeral Oration

Final Exam: Monday, December 10th, 5:30pm - 7:30pm