

INTERNATIONAL ORGANIZATION

POLI 375, Fall 2001

114 Baker Building, 9:00-9:50 MWF

PROFESSOR:

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Office Hours: MW 1:30-3:00 or by appointment

COURSE CONTENT:

This is an advanced international relations course focusing on the development and role of international organizations in world politics. Students should complete POLI 211, Introduction to International Relations, before enrolling in this course. We will begin the course with a review of the history of our current international system, paying particular attention to the evolution of our primary international organizations, the League of Nations and the United Nations. We will go on to examine the effects of international organizations on national behavior by studying the impact of international law and of institutions designed to manage the international economy. In the third section of the course, we will discuss current trends toward supranationalism in Europe, the growth and influence of international non-governmental organizations, and the impact of the increasing interdependence of nation-states on the future of the international system. We will end the course by considering how international organizations have responded to a number of global problems facing citizens of the world, as well as how they could and should respond in the future. You should leave this course with an increased understanding of international politics and policy as well as improved skills in analytical thinking and writing.

EVALUATION:

Grades will be determined in the manner described below. Please note that there will be no in-class exams. Instead, your knowledge of course material will be evaluated through class participation, analytical essays, and a research project. The Rice University Honor Code applies to all written assignments for this course.

The grading scale for this course is as follows:

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	60-66	D
90-92	A-	80-82	B-	70-72	C-	0-59	F

20% – *Class Participation*

Much of this course will involve class discussion of the assigned readings. The readings listed for each day on the syllabus should be completed before class begins. The reading load for this course is heavy, and class discussion is designed to clarify the material and its implications, not to introduce it. You should only take this course if you are willing to commit to a heavy workload.

Student participation in class discussions is one of the primary factors influencing the quality of a course; your comments help to create the course. Participating in class discussions by asking questions, answering questions, and offering opinions is one of your responsibilities as a student in this course, and this is reflected in your final grade.

Your participation grade will be based both on your attendance and the quality of your contribution to discussion. You cannot participate in discussion if you are not present. Thus, regular attendance is expected and does not raise your participation grade. If you do not attend, however, your participation grade will be reduced; consistent attendance is a prerequisite for effective participation.

Attendance will be taken at each class period. Each student may miss three class meetings during the semester without penalty. In other words, if you miss three or fewer classes, you will have attended 100% of the class sessions for the purpose of grade calculation. At the end of the semester, each student will receive a grade on a scale of 1-100 for the quality of his or her contribution to class discussion. This grade will be multiplied by the percentage of classes attended to determine the final grade for class participation. Thus, unexcused absences beyond three will *reduce* your grade for class participation. To do well on this portion of your final grade, you must both attend class and contribute regularly and effectively to class discussions.

Here are some illustrative examples. Mary Smith participates regularly in class and has fewer than three unexcused absences. Her grade for participation is 95%, and her grade for attendance is 100%. Her participation and attendance grade is an A, 95%. Her sister Sherry Smith also participates effectively in discussion when she attends. She earns a 95% for participation, but has attended only 70% of the class meetings. Her grade for participation and attendance is 66.5%, a D. Mary's best friend, Alice Jones, always comes to class, but is very shy and contributes to discussion only rarely. She earns a 75% for participation, but attends 100% of the meetings. Her grade for participation and attendance is a C, 75%. Finally, Mary and Sherry's cousin Laura Smith also participates rarely and has missed a number of class meetings. She earns a 75% for participation and a 60% for attendance. Her resulting grade for participation and attendance is an F, 45%.

While I feel very strongly about the importance of participation in class discussions, I also recognize that there are some students who feel very uncomfortable speaking in class. If you find it difficult to speak in class but wish to demonstrate your understanding of the discussion material, you may turn in a typed discussion statement on the assigned readings before the class discussion begins. In this statement, you should offer a brief summary of the author's main points and your reaction to the work. Discussion statements should be approximately one typed page. I encourage you to review the questions listed below for guidance. I will evaluate these written statements in addition to in-class participation in calculating your participation grade.

No outside knowledge of international relations or political science scholarship beyond the introductory course, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but careful reading of the materials assigned for this course and concentrated thinking about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. As you read, it will be helpful to think about answers to the following questions:

- What is the author's main argument?
What evidence does the author use to support his or her claim?
How is this argument similar or different from other ideas we have discussed in class?
What are the strengths and weaknesses of the author's analysis?
Do you agree or disagree with the author?
Can you think of an alternative explanation for the author's evidence?
Is there additional evidence that will lend support to or cast doubt upon the author's conclusions?
Do the author's policy prescriptions make sense?
What advice would you give to policy makers based on this reading?

During class discussions, classroom etiquette is vital. I strongly encourage you to make comments in ways that invite discussion. Please recognize that our classroom contains members with various life experiences, divergent perspectives, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you are offended by something that is said in class.

Once during the semester, I will inform each student of his or her midterm class participation grade. You should also feel free to discuss your performance in class discussions with me at any time during the semester. If discussion of assigned readings lags in the course, I may decide to implement reading quizzes; in this case, quiz grades will also influence your participation grade for the course.

50% – Analytical Papers (2 @ 25% each)

Twice during the semester you will write an analytical essay of no more than five pages (typed, double spaced) in response to a question that will be distributed in class approximately one week before the paper is due. In each paper you will make an argument and support it with evidence from the readings and class discussion. Your goal will be to demonstrate sophisticated analytical and critical thinking about the topic in question and to show that you can pull together course material to discuss broad themes effectively. **The tentative due dates are September 28 and November 2.**

These paper assignments are intellectually demanding. I will expect you to address a number of issues that are relevant to the topic and to demonstrate a clear understanding of logical connections. In the event that you are dissatisfied with your performance on one of the papers, you will have the option of rewriting the paper following a conference with me in which we discuss the weaknesses of the paper and the aspects that need improvement. Each student will be permitted to exercise this option only once during the semester, and the revised version of the paper must be handed in within two weeks of receiving the initial paper grade. Your grade on the assignment if you exercise the rewrite option is then recorded as the average of the initial paper grade and the revised paper grade. Revising a paper will not, however, compensate for grade deductions resulting from turning the original paper in late. The same grade deduction for tardiness will be taken on the revision.

30% – Researched Policy Memo

Your final assignment will require integrating what you have learned in the course with some outside research on a topic of interest to you. During the final portion of the semester, we will discuss a number of global problems and the response of the international community to these problems. Each student will choose one topic area and write an eight to twelve page paper on a policy issue facing the

global community and the actual and potential responses of the international community to the problem. You will describe the nature and scope of the problem (for instance, the spread of AIDS, ethnic conflict in Macedonia, the proliferation of nuclear weapons, debt burdens of developing countries, etc.), explain why and how you believe this problem negatively affects the international community and deserves attention, describe past and present efforts to deal with the problem, and suggest what you think the international community could and should do in response to this problem in the future. The paper is due on the last day of class, **Friday, December 7**. The paper assignment will be discussed in more detail during the semester.

LATE PAPERS:

Late papers (both analytical papers and researched policy memos) will be penalized 1/2 letter grade (5%) per day including weekends and holidays except in the case of verified emergency or documented medical excuse. In order for the penalty for tardiness to be waived, you must contact me **before** the paper is due unless this is physically impossible. If you would like to turn in a paper on a weekend or holiday, you will need to make special arrangements with me.

GENERAL GUIDELINES FOR WRITING ASSIGNMENTS:

You will complete several writing assignments during this course. For all of them, it is important that you convey your ideas in a clear and convincing manner. Your papers will be limited to a specified number of pages, so it is important for you to determine what information is relevant. Planning is crucial to writing a good essay; preparing an outline before you start writing will help you to guide your argument. In planning your essays, remember that when I evaluate your work, I am trying to determine what you know and understand and how well you can form and present an argument. Although I am familiar with the course material, if you leave out “obvious” points or logical connections or do not define important terms, I can’t be sure if you understand the material.

In your writing assignments for this class, you will be required to make an argument. Each essay should include an introduction, a body, and a conclusion. The introduction should introduce the topic, capture the interest of the reader, and explain what you intend to accomplish in the text. The introduction should include a thesis statement that states your argument succinctly. In the body of the essay you should present your argument logically and provide evidence to support it. Each paragraph should address a single point and include a beginning, a middle, and an end. The paper should flow from one paragraph to the next with clear transitions; a paragraph should always be related to the previous and the following paragraph. The conclusion should summarize and reinforce the argument and explain what you believe that you have proven. It is often helpful as well to draw out the implications of your argument for future trends, for policy making, or for groups of people.

Very few people, regardless of level of experience, write excellent essays in one draft. Editing is very important. You are strongly encouraged to reread and revise your work. It is often beneficial to ask another person to read your essay as well. Look carefully for weaknesses in your argument and for places where you do not explain your point clearly. Avoid excessive reliance on direct quotations; paraphrase where possible. Check for continuity and clear transitions, and remove awkward phrasing. Most computer programs help you to check grammar and spelling. Papers with several grammatical and spelling errors will be penalized.

It is essential that you provide appropriate citations when reporting the ideas of others. Plagiarism is a crime and a violation of Rice University Honor Code. For an explanation of plagiarism, every student should read the publication provided by the Rice Honor Council entitled "Academic Fraud and the Honor Council". It is available on reserve at Fondren library and on the World Wide Web at <http://www.ruf.rice.edu/~honor/academicfraud.htm>. You must offer acknowledgement whenever you reference an author's ideas, whether or not you are quoting an author directly. If you have any questions about the circumstances under which citations are required or about the extent to which your work must be independent and distinguishable from your reference sources, please be sure to ask me for assistance.

Having good ideas is very important, but being able to express them well is also crucial. Your paper grades will reflect both the points that you make and the way in which you convey the information.

SPECIAL PROVISIONS:

Students with documented disabilities who require special accommodations should meet with me and express their needs during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Disability Support Services in the Ley Student Center. The Department of Political Science is happy to do whatever we can to assure each student full and rewarding participation in classes.

INSTRUCTOR CONTACT:

Many students attend office hours only immediately before papers are due or after grades are returned. These are the times when long lines form. I am very happy to answer questions about your papers up until the due dates, but I strongly encourage you to use my office time throughout the semester to discuss the course material. It is important to me that this course enriches your educational experience and that you receive frequent evaluation of your performance. I hope that you will feel free to visit during my office hours whenever you think discussion on an individual basis would be helpful. My scheduled office hours are 1:30-3:00 Monday and Wednesday. If you cannot attend office hours, I will make an appointment to meet with you at another time.

REQUIRED READING:

The following books are available for purchase in the bookstore:

Armstrong, David, Lorna Lloyd, and John Redmond. 1996. *From Versailles to Maastricht: International Organisation in the Twentieth Century*. New York: St. Martin's Press.

Jackson, Robert M., ed. 2001. *Global Issues 01/02*. Guilford, CT: McGraw-Hill/Dushkin.

The remaining readings are articles drawn primarily from scholarly journals; they are designated with an * on the reading schedule. Copies of the articles are on reserve at Fondren library and are also available in the Faculty Lounge at 277 Baker Building. When you borrow articles from the reserve desk or the faculty lounge, please return them promptly so that your classmates may have access to the articles as well. I have posted a list of the complete citations for all of the articles assigned in the course on my web page. You may be able to obtain many of the articles electronically through

databases available to Rice students, and most of the articles can also be located in the stacks at Fondren library.

This course does not require that you subscribe to a particular publication in order to remain familiar with current events, but we will occasionally devote class time to current events as they relate to the issues we are discussing. *The New York Times* is an excellent source for international news. Subscriptions are available at a very reasonable student rate. You can also read *The New York Times* on the World Wide Web free of charge at www.nytimes.com.

DISCUSSION AND READING SCHEDULE:

SECTION I: THE DEVELOPMENT AND EVOLUTION OF OUR INTERNATIONAL SYSTEM

Week 1: Introduction

Mon. 8/27 Introduction to Course:

Read syllabus thoroughly.

Wed. 8/29 Current Events Discussion:

Read current international news source.

Fri. 8/31 No class meeting– American Political Science Association Annual Meeting

Week 2: The Development of the Westphalian System

Mon. 9/3 No class– University Holiday

Wed. 9/5 Development of the Nation-State:

*Tilly, Charles. 1975. “Reflections on the History of European State-Making.” Read pages 17-31, 44-46, and 70-82 only.

Fri. 9/7 Development of the Westphalian State System:

*Philpott, Daniel. 1995. “Sovereignty: An Introduction and Brief History.”

*Philpott, Daniel. 2001. “Usurping the Sovereignty of Sovereignty?” Read pages 297-311 only.

Week 3: The League of Nations and the United Nations

Mon. 9/10 The League of Nations:

Armstrong, Lloyd, and Redmond, pp. 1-32.

Wed. 9/12 The League of Nations, cont.:

Armstrong, Lloyd, and Redmond, pp. 33-61.

Fri. 9/14 The United Nations:

Armstrong, Lloyd, and Redmond, pp. 62-87.

Week 4: The United Nations

Mon. 9/17 The United Nations, cont.:

Armstrong, Lloyd, and Redmond, pp. 88-137.

Wed. 9/19 The United Nations, cont.:

*Eban, Abba. 1995. “The U.N. Idea Revisited.”

*Kennedy, Paul and Bruce Russett. 1995. “Reforming the United Nations.”

*Falk, Richard. 1995. “Appraising the U.N. at 50: The Looming Challenge.”

*Helms, Jesse. 1996. “Saving the U.N.: A Challenge to the Next Secretary-General.”

*Luers, William H. 2000. “Choosing Engagement: Uniting the U.N. with U.S. Interests.”

Fri. 9/21 Realism, Liberalism, and International Organizations

*Mearsheimer, John J. 1995. "The False Promise of International Institutions."

*Keohane, Robert O. and Lisa L. Martin. 1995. "The Promise of Institutional Theory."

Paper #1 assignment distributed

Week 5: Theories of International Relations and International Organization

Mon. 9/24 Unilateralism vs. Multilateralism

*Thiessen, Marc A. and Mark Leonard. 2001. "When Worlds Collide."

Wed. 9/26 No new reading

Fri. 9/28 ***Paper #1 due***

SECTION II:

THE EFFECTS OF INTERNATIONAL INSTITUTIONS

Week 6: International Law #1: The World Court and Treaty Compliance

Mon. 10/1 International Law– The World Court

*Ratner, Steven R. 1998. "International Law: The Trials of Global Norms."

*Meyer, Howard N. 1994. "A Global Look at Law and Order: The 'World Court' at the UN's Fiftieth."

*Jennings, Robert. 1992. "An Expanding Court."

Wed. 10/3 International Law, cont.

*Abbott, Kenneth W. and Duncan Snidal. 2000. "Hard and Soft Law in International Governance."

Fri. 10/5 The Design of Agreements and Treaty Compliance

*Mitchell, Ronald B. 1994. "Regime Design Matters: Intentional Oil Pollution and Treaty Compliance."

Week 7: International Law #2: Norm Development and Criminal Law

Mon. 10/8 Norms and Legitimization

*Claude, Inis L. 1966. "Collective Legitimization as a Political Function of the United Nations."

*Jackson, Robert H. 1993. "The Weight of Ideas in Decolonization: Normative Change in International Relations."

Wed. 10/10 International Criminal Law

*Roht-Arriaza, Naomi. 1999. "Institutions of International Justice."

*Ferencz, Benjamin. 1999. "A Prosecutor's Personal Account: From Nuremberg to Rome."

*Meron, Theodor. 1998. "Answering for War Crimes: Lessons from the Balkans."

*Hill, Stephen. 2000. "To Prosecute or Not."

Fri. 10/12 An International Criminal Court?

*Nanda, Ved P. 1998. "The Establishment of a Permanent International Criminal Court: Challenges Ahead."

*Popovski, Vesselin. 2000. "International Criminal Court: A Necessary Step Towards Global Justice."

*Rubin, Alfred P. 1999. "Challenging the Conventional Wisdom: Another View of the International Criminal Court."

*Kissinger, Henry A. 2001. "The Pitfalls of Universal Jurisdiction."

*Bousian, Mark. 2000. "No Place to Hide."

Week 8: Management of International Economic Relations #1: Trade

Mon. 10/15 No class– University Holiday

Wed. 10/17 Management of the World Trading System-- GATT and the WTO

*Finlayson, Jock A. and Mark W. Zacher. 1981. "The GATT and the Regulation of Trade Barriers: Regime Dynamics and Functions."

*Schott, Jeffrey J. 1996. "Challenges Facing the World Trade Organization."

Fri. 10/19 Current Debates re: World Trade

*Scott, Bruce R. 2001. "The Great Divide in the Global Village."

*Kapstein, Ethan B. 1999. "Distributing the Gains: Justice and International Trade."

*Nye, Joseph S. 2001. "Globalization's Democratic Deficit."

*Beck, Juliette and Kevin Danaher. 2000. "Top Ten Reasons to Oppose the World Trade Organization."

Week 9: Management of International Economic Relations #2: International Lending

Mon. 10/22 The International Monetary Fund

*Goddard, C. Roe and Melissa H. Birch. 1996. "The International Monetary Fund."

*Minton-Beddoes, Zanny. 1995. "Why the IMF Needs Reform."

*Kapur, Devesh. 1998. "The IMF: A Cure or A Curse?"

*Hale, David D. 1998. "The IMF: Now More than Ever."

Wed. 10/24 The World Bank

*Lateef, K. Sarwar. 1996. "The World Bank: Its First Half Century."

*Selections from Danaher, Kevin, ed. 1994. *50 Years is Enough: The Case Against the World Bank and the International Monetary Fund*. Read "Introduction" by Kevin Danaher, "World Bank/IMF: 50 Years is Enough" by Bruce Rich and "IMF/World Bank Wreak Havoc on Third World" by Davison Budhoo.

Fri. 10/26 Power, Justice, and International Economic Organizations

No new reading

Paper assignment #2 distributed

Week 10: The Effects of International Organizations

Mon. 10/29 Why International Organizations?

*Keohane, Robert O. 1998. "International Institutions: Can Interdependence Work?"

*Abbott, Kenneth W. and Duncan Snidal. 1998. "Why States Act Through Formal International Organizations."

Wed. 10/31 No new reading

Fri. 11/2 ***Paper #2 due***

SECTION III: LOOKING TOWARD THE FUTURE

Week 11: Supranationalism

Mon. 11/5 The Development of the United States

*Deudney, Daniel H. 1995. "The Philadelphian System: Sovereignty, Arms Control, and Balance of Power in the American States-Union, circa 1787-1861."

Wed. 11/7 The European Union

Armstrong, Lloyd, and Redmond, pp. 138-187.

Fri. 11/9 The European Union, cont.

Armstrong, Lloyd, and Redmond, pp. 188-218.

Week 12: Integration and NGOs

Mon. 11/12 Regionalism in the Developing World

Armstrong, Lloyd, and Redmond, pp. 219-249.

*Foroutan, Faezeh. 1993. "Regional Integration in Sub-Saharan Africa: Past Experience and Future Prospects."

Wed. 11/14 Non-Governmental Organizations

*Donnelly, Jack. 1994. "Human Rights and International Organizations: States, Sovereignty, and the International Community."

*Simmons, P.J. 1998. "Learning to Live with NGOs."

*Spiro, Peter J. 1995. "New Global Communities: Nongovernmental Organizations in International Decision-Making Institutions."

Fri. 11/16 Non-Governmental Organizations, cont.

*Clark, Ann Marie. 1995. "Non-governmental Organizations and Their Influence on International Society."

*Spar, Debora L. 1998. "The Spotlight and the Bottom Line: How Multinationals Export Human Rights."

*Gereffi, Gary, Ronie Garcia-Johnson, and Erika Sasser. 2001. "The NGO-Industrial Complex."

Week 13: Global Problems #1: Security

Mon. 11/19 Peacekeeping and Peacemaking

*Esman, Milton J. 1995. "A Survey of Interventions."

*Hirsch, Michael. 2000. "Calling All Regio-Cops: Peacekeeping's Hybrid Future."

Wed. 11/21 Economic Sanctions as a Policy Tool

*Cortright, David and George A. Lopez. 1999. "Are Sanctions Just? The Problematic Case of Iraq."

*Helms, Jesse. 1999. "What Sanctions Epidemic?"

*Dodge, Toby. 2001. "Dangerous Dead Ends."

Fri. 11/23 No class– University Holiday

Week 14: Global Problems #2: Economic Development and Human Quality of Life

Mon. 11/26 Health

Jackson, article 6

*Grant, James P. 1996. "Seeking a Brighter Future for Children."

*Sieff, Michelle. 2001. "Under Siege."

*Thomas, Anna. 2001. "A Minor Miracle."

Wed. 11/28 Population, Food, and Water Supply

Jackson, articles 1, 5, 7, 8, 19, 38

Fri. 11/30 Human Rights

Jackson, articles 28, 30, 31, 32

Week 15: Planning for the Future

Mon. 12/3 Environmental Protection

Jackson, articles 9, 10, 11, 12, 13

Wed. 12/5 The Future of International Organization

Jackson, article 3

Fri. 12/7 *Researched Policy Memo due*