

# POLI 385: International Organizations and Law

## Summer 2017

### (online)

**Professor:** Mert Kartal

**Email:** mkartal@uwsp.edu

**Office Hours:** E-mail me at least 24 hours in advance to set up an (online or in-person) appointment

**Course Website:** <https://uwsp.courses.wisconsin.edu/d2l/home/3820742>

## Overview

International politics is often characterized as anarchic, and scholars primarily focus on the interactions among states. Since World War II, however, the number of international organizations (IOs) has increased considerably, and IOs have become more prominent players in the international arena. Why do IOs such as the United Nations, the World Trade Organization, the International Monetary Fund, or the European Union exist? What role, if any, do they play in solving global problems states face in their interactions with each other?

In this course, we will analyze these questions from a theoretical as well as practical perspective. We will begin with a broad overview of the characterization of the international system, incentives for cooperation under anarchy, controversies surrounding IOs in the context of international relations theory, the success of IOs in solving global problems as well as the major challenges they face in meeting their mandate. We will then apply our knowledge to the analysis of various IOs which have a profound effect on patterns of international cooperation and conflict in contemporary politics.

There are two substantive objectives for this course: to develop students' knowledge of (i) the basic patterns and facts of global governance, and (ii) the major theories and arguments developed by scholars of IOs to explain these patterns, and to understand their claims and predictions.

There are also two skills-based objectives for this course: (i) to develop students' ability to think analytically and critically about issues and events, applying theories to facts to generate stronger understanding and make more persuasive argument, and (ii) to strengthen their communication, problem solving, and research skills.

This course will be held entirely online through the university's D2L website. To access the website, simply go to the link provided above. Lectures, readings, discussion groups, assignments, office hours chats, and a dropbox folder for written work can all be found there. The D2L page contains also a news box that I will use to post announcements and reminders. It would also be a very good idea to get used to using the "Calendar" feature on D2L often and regularly.

## Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- General Discussion: 10%
- Group Discussion: 15%
- First Exam: 25%
- Final Exam: 50%

Your final point total for the semester will translate into letter grades as shown below: (The scale may be revised if needed.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

**General Discussion:** Regular participation in our online discussions is an important and required element of the course and will be critical to successfully learning the material. Hence, you should be prepared to answer questions that are posed, ask questions about concepts that are not clear, challenge viewpoints expressed in the reading or class discussion, and be involved in the conversations. There are discussion topics under the “Discussions” menu tab on the course’s D2L page for each lecture grouped into forums by the overall part of the course. If, for example, you have a question about a concept from a lecture/reading, I would strongly encourage you to post your question to the relevant lecture topic as well as respond to the other students’ questions, and participate in the general conversation. In this way I hope to establish and perhaps even improve on the kind of dialog found in discussion sections in regular classes. Please be civil and respectful in your discussions; it is the right thing to do, and, unlike on the web more generally, you are not anonymous in the context of this course. Given the nature of this course, I expect all of you to use the online discussion board often and regularly.

**Group Discussion:** In addition to using the online discussion board for general discussion, each one of you is expected to discuss an assigned reading (typically with three other classmates) towards the end of the term. To find out who the other members of your group are and what the assigned reading is, simply log onto the course’s D2L website, and go to “Discussions.”

As an integral part of this assignment, you are expected to...

- a. ...post on D2L at least two good discussion questions about the assigned reading by Friday, June 16 at noon (CDT). Please note that “good” means “cleverly designed to engage your fellow students in discussion.” Importantly, the quality of your discussion questions will be graded. Therefore, you want to be creative and think carefully when writing your questions!
- b. ...engage in a vivid discussion with the other members of your group using the “Discussion” feature on D2L. Group discussion will begin on Friday, June 16 at noon (CDT) and will end on Monday, June 19 at 11:59PM (CDT). During this period, you should actively participate in discussion by responding to the other students’ questions and post additional questions to ensure their participation in discussion.

A significant portion of your grade will be based on both your active participation (i.e., providing accurate and detailed answers to others’ questions and sharing your comments about the assigned issue often and regularly) and your efforts to create opportunities for the other members in your group to engage

in discussion.

**Exams:** There will be two open-book exams during the semester. The first exam will be available on D2L under “Quizzes” on Friday, June 2 at 11:59PM (CDT), and you will have until Monday, June 5 at 11:59PM (CDT) to submit your answers. The final exam will be posted on D2L under “Content” on Monday, June 19 at 11:59PM (CDT) and due on Friday, June 23 at 11:59PM (CDT) in the appropriate dropbox folder. *Late submissions will be penalized 10 percentage points (from 90% to 80%) for each day or fraction of a day late (e.g., 5 minutes past the deadline).* Detailed information about the exams is available on D2L under “Content.”

**Missed Exams:** Please take note of all exam and assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, make-up exams will NOT be offered. Any requests for accommodations must be made at least one week in advance to be considered. I understand that emergencies happen. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., notes from doctors, emergency room personnel, etc.) in all instances.

**Re-grading Policy:** If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question within 72 hours. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a very specific and justifiable reason before asking us to make any changes; this is not a risk-free process!


## Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first week of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

## Communications and Technology

**Contacting me:** Given the nature of this course, I do not have set office hours. However, if you would like to meet with me either in-person or online, please e-mail me at least 24 hours in advance to set up an appointment. Online meetings will be held via the course’s D2L website (the  button in the upper right portion of the screen). In-person meetings will be held in my office (CCC 480). My office hours are the time for you to get individual help. Feel free to ask any course related questions.

Additionally, you can contact me via e-mail. I generally answer e-mails very quickly from Monday 8:30AM (CDT) to Friday 4:30PM (CDT). (Feel free to email me again if you do not hear within 24 hours during these times!) However, please do consult the syllabus or other course materials first to see if the

answer to your question is there, and recognize that broader substantive questions will probably be best addressed at one-on-one meetings.

**D2L:** This course will be held entirely online through the university's D2L website. Therefore, it is imperative that you develop the habit of checking the website at least once TWICE a day.

## Academic Integrity and the Honor Code

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are now thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university's rules and procedures for student academic misconduct available here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx> as well as the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

## Course Resources and Readings

The assigned readings for each lecture are indicated on the syllabus and should be completed prior to the lecture for which they are assigned. The reading load is moderate (an average of 30 pages per lecture).

The readings are all available online and can be accessed by going to the D2L homepage for this course and clicking on the "Readings" link under "Content." Additional readings covering case studies in current or recent international events will be distributed via D2L.

A good encyclopedic source of information on international organizations and related issues around the world is Ian Hurd's *International Organizations: Politics, Law, Practice* (Cambridge, 2013, 2nd edition, ISBN: 9781107612617), which is a *recommended but not a mandatory* reading and is available through Text Rental.

In addition, you are expected to read a major daily newspaper (online or print) with coverage of international events, such as the *New York Times*, *Washington Post*, *Wall Street Journal*, or *Financial Times*. These and others are available at the library or online. Lectures and discussions will frequently reference relevant current international events, and being conversant with what is going on in the world will be important to contribute to discussions and do well on exams. Be prepared to talk about how these events fit into the substantive concepts we are learning, and how we can apply the analytic tools we are using to understand them more fully.

Last but not least, students are strongly encouraged to have taken at least the introduction course to international relations and be familiar with the major theories of international relations.

# Schedule

## I. Analytical and Theoretical Foundations

### May 30: Collective Action and IOs

- Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. pp. 5-52 (*Skip pages 22 through 33*).

### May 31: Do IOs Matter?

- Mearsheimer, John. 1994. "The False Promise of International Institutions." *International Security* 19 (3): 5-49. (*Skip pages 26 through 37*.)
- Keohane, Robert and Lisa Martin. 1995. "The Promise of Institutional Theory." *International Security* 20 (1): 39-51.
- Wendt, Alexander. 1995. "Constructing International Politics." *International Security* 20 (1): 71-81.

## II. Institutional Effects

### June 1: The Compliance Debate

- Chayes, Abram and Antonia Handler Chayes. 1993. "On Compliance." *International Organization*. 47 (2): 175-205.
- Downs, George W., David M. Rocke, and Peter N. Barsoom. 1996. "Is the good news about compliance good news about cooperation?" *International Organization*. 50 (3): 379-406.

### June 2: Institutional Effects: Convergence vs. Divergence

- Botcheva, Liliana and Lisa Martin. 2001. "Institutional Effects on State Behavior: Convergence and Divergence." *International Studies Quarterly* 45 (1): 1-26.

**\*\*\* FIRST EXAM \*\*\***

Posted on D2L on June 2 at 11:59PM (CDT)

Due on June 5 at 11:59PM (CDT)

## III. Providing Collective/Regional Security

### June 6: The United Nations

- Miller, Lynn. 1999. "The Idea and the Reality of Collective Security." *Global Governance* 5(3): 303-332.
- Weiss, Thomas. 2003. "The Illusion of UN Security Council Reform." *The Washington Quarterly* 26(4): 147-161.

### June 8: NATO

- Reiter, Dan. 2001. "Why NATO Enlargement Does Not Spread Democracy." *International Security* 25(4): 41-67.
- Kydd, Andrew. 2001. "Trust Building, Trust Breaking: The Dilemma of NATO Enlargement." *International Organization* 55 (4): 801-28. (*Skip pages 812-15 and 822-28*.)

## IV. Achieving Regional Integration

### June 9: The European Union

- Corbett, Richard, John Peterson, and Elizabeth Bomberg 2012. “The EU’s Institutions.” In Elizabeth Bomberg, John Peterson, and Alexander Stubb (eds.) *The European Union: How does it work?* (Third edition). pp. 48-71.
- Nelson, Rebecca M., Paul Belkin, and Derek E. Mix. 2010. “Greece’s Debt Crisis: Overview, Policy, Responses, and Implications.” *CRS Report for Congress*. Available at: <http://www.fas.org/sgp/crs/row/R41167.pdf>.

## V. Managing International Finance and Trade

### June 13: The International Monetary Fund

- Vreeland, James Raymond. 2007. *The International Monetary Fund: Politics of Conditional Lending*. Chapter 2.
- Vreeland, James Raymond. 2007. *The International Monetary Fund: Politics of Conditional Lending*. Chapter 4.

### June 15: The World Bank

- Santiso, Carlos. 2001. “Good Governance and Aid Effectiveness: The World Bank and Conditionality.” *The Georgetown Public Policy Review* 7 (1): 1-22.
- Woods, Ngaire. 2003. “The United States and the International Financial Institutions: Power and Influence within the World Bank and the IMF.” In Rosemary Foot, Neil MacFarlane and Michael Mastanduno (eds.) *US Hegemony and International Organizations*. Chapter 4.

### June 16: The World Trade Organization

- Crowley, Meredith A. 2003. “An Introduction to the WTO and GATT.” *Economic Perspectives* 42-57.
- Iida, Keisuke. 2004. “Is the WTO Dispute Settlement Effective?” *Global Governance* 10: 207-225.

## VI. Protecting Human Rights

### June 19: The UN Convention Against Torture

- Vreeland, James Raymond. 2008. “Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture.” *International Organization* 62 (1): 65-101. (*Skip pages 80-92 and 95-101.*)

\*\*\* FINAL EXAM \*\*\*

Posted on D2L on June 19 at 11:59PM (CDT)

Due on June 23 at 11:59PM (CDT)