

**International Organization  
Spring 2016  
Sul Ross State University  
SYLLABUS**

**Professor:** Dr. Tiffany Vincent  
**Office Location:** Lawrence Hall 211  
**Telephone:** (432) 837-8162  
**Office Hours:** M/W 10 a.m.-noon & 3:30-4 p.m.  
T/R 10 a.m.-noon; 1:30-2 p.m.  
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**COURSE DESCRIPTION:**

This course is designed with a focus on the purpose, structure/hierarchy, functioning and politics of international organizations. IOs play a significant role on the world stage in issues of economic growth, development, environmental concerns, war and peace, as well as social progress. To better understand these varied roles, this course will encompass a brief survey of international relations theory as a necessary foundation for understanding the conditions under which IOs operate in world politics.

Upon completion of the course, students should be able to:

1. Describe the origins and development of international organizations.  
**Method of Assessment:** Weekly discussion, question development, and Exam 1
2. Explain the existence of, functions of, and significance of IOs with regard to competing international relations theory.  
**Method of Assessment:** Weekly discussion, question development, and Exam 1
3. Identify the major types of IOs.  
**Method of Assessment:** Weekly discussion, question development, and Exam 2
4. Evaluate the effectiveness of IOs in mitigating global concerns.  
**Method of Assessment:** Weekly discussion, question development, and Exam 3 and research paper

**PROGRAM LEARNING OUTCOMES:**

The graduating student will:

- Demonstrate the ability to critique competing theoretical approaches of international relations theory.
- Demonstrate the ability to evaluate the effectiveness of international organizations on the world stage.
- Demonstrate the ability to apply appropriate statistical and theoretical tools for scholarly analysis.

**COURSE FORMAT & EXPECTATIONS:**

This course is designed to allow for a more peer-led learning vs. instructor-led lecture environment. The role of the instructor will be to guide the students through the process of understanding the course subject matter. The role of the student will be to read the materials PRIOR to each session and participate in class discussion. Specifically, it is required that each student:

1. Attend all class meetings, read, and be prepared to discuss the assigned materials.
2. Raise relevant questions and contribute relevant observations to the topic at hand.
3. Fully participate in group activities and discussions in class.
4. Demonstrate appropriate and respectful communication with classmates and the instructor.

**CLASSROOM POLICIES:**

Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in higher education. You are expected to attend and be on time for each lecture. Showing up to lecture late or leaving early, without prior permission from me, may result in a 10-20 point grade deduction. Sul Ross State University does ***not*** tolerate cheating, plagiarism, or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty

Policy.

**CIVILITY STATEMENT:**

In the classroom environment I hold each of you accountable for both your actions and words. Therefore, you should commit yourself to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every individual in the classroom, including respect for University property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the professor, it is the student's responsibility to arrange for this conference.

**ELECTRONIC DEVICES:**

All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in the classroom. Any noncompliance with this policy will result in expulsion from class.

**DISABILITY POLICY:**

In order to receive accommodations on exams or assignments, proper documentation must first be provided to the Office of Counseling and Accessibility Services. Contact Mary Schwartze (Office: 112 Ferguson Hall) to set up an accommodations meeting, or call (432) 837-8203. Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

**TEXTBOOK (Required):**

Rittberger, Volker, and Bernhard Zangl. 2006. *International Organization: Polity, Politics and Policies*. New York, NY: Palgrave Macmillan. ISBN: 978-0333721285

**COURSE REQUIREMENTS:**

**EXAMS-** Each student will complete three exams in this course. These exams will consist of a combination of take-home and in-class essays (*each exam is worth 15% of your overall final course grade*) and will be due on the date specified in the course outline below. **Missed exams will result in a grade of zero. Exam deadlines are inflexible and absolute – no excuses.**

**INDIVIDUAL REPORTS/PRESENTATIONS-** Each student will be required to write a weekly report summarizing the reading(s) to be discussed in class that week. Additionally each student will develop a 'lead discussion question' targeted at encompassing the main points of the readings and facilitating classroom discussion. These reports will be due at the beginning of class on the week in which you present. This summary report will be handed out to each student in the class. Each report should contain 800 words or about three pages, double-spaced. Plagiarism will not be tolerated. (Report: 10% total course grade; Presentation/discussion lead question: 10% total course grade).

**WEEKLY DISCUSSION QUESTIONS-** Each student is required to submit 2 questions related to the reading(s) for that week. The questions should be analytical (theoretical) over the topic at hand and/or an attempt to develop a closely related line of inquiry. The purpose of these questions is to generate productive classroom discussion and demonstrate critical thinking ability with regard to the assigned reading(s). These questions are to be submitted electronically via Blackboard on Sundays @ 11:55 p.m. Students are permitted two 'bye' weeks (excluding week 1) in which they are not required to submit any questions. At the end of the semester I will take the average of your grade on these submissions and that grade will be worth 15% of your overall final course grade.

**RESEARCH PAPER-** Each student will select an area/topic of interest discussed in the course (choose a topic from the course schedule below ---weeks 3/1-3/29). Criteria/directions for this paper will be posted on our course Blackboard page. Plagiarism will not be tolerated. (Research Paper: 20% total course grade).

**GRADING SCALE:**

- 45% Exams (3 exams worth 15% each)
- 15% Weekly Discussion Questions
- 20% Individual Report/Presentations
  - 10%- Report
  - 10%- Presentation
- 20% Research Paper

\*There is NO EXTRA CREDIT for this course, so please do not ask.

### Class Schedule

**READING LIST:**

In addition to reading the required Rittberger & Zangl textbook chapters from the schedule below, students are also required to read the following assigned articles. Most of the articles can be accessed by clicking on the URL link or cut and pasting the link into your web browser; if the URL is not available you can access the articles via *Google Scholar*. *Be aware that this schedule is tentative and therefore subject to change at my discretion. I may also post articles for you to read via our course Blackboard page.*

Date	Topic	Readings
1/19	Introduction and Course Syllabus	<ul style="list-style-type: none"> <li>• Introduction and Course Syllabus</li> </ul>
1/26	International Relations Theory and IOs	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapters 1 &amp; 2</li> <li>• Mearsheimer 1994/1995</li> <li>• Keohane and Martin 1995</li> </ul>
2/2	Origin & Variety of IOs	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 3</li> <li>• Abbott &amp; Snidal 1998</li> </ul>
2/9	IO Design	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapters 4 &amp; 5</li> <li>• Koremenos, Lipson, and Snidal 2001</li> </ul>
2/16	Decisions and Outputs	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapters 6 &amp; 7</li> </ul>
<b>2/23</b>	<b>EXAM 1</b>	<b>EXAM 1 in class, and take home due</b>
3/1	Security	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 8</li> <li>• O’Neal and Russett 1999</li> <li>• Ebegebulem 2011</li> <li>• The Economist – Selected reading on Iranian sanctions</li> <li>• Stern 2005</li> </ul>
3/8	Trade	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 9</li> <li>• Meltzer 2011</li> <li>• Thacker 1999</li> <li>• The Economist – Selected reading on the European Union</li> </ul>
3/15	Spring Break	NO CLASS
3/22	Environment	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 10</li> <li>• Ivanova 2005</li> </ul>
3/29	Human Rights	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 11</li> <li>• Selected Readings from UNHR to be posted on Blackboard</li> </ul>
<b>4/5</b>	<b>EXAM 2</b>	<b>EXAM 2 in class, and take home due</b>
4/12	IO Utility and Effectiveness	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 12</li> <li>• Barnett and Finnemore 1999</li> <li>• Downs, Rocke, &amp; Barsoom 1996</li> <li>• Martin and Simmons 1998</li> </ul>
4/19	Presentations	Written and Oral Research Presentations Due
4/26	Presentations Cont.	Written and Oral Research Presentations Due
<b>5/3</b>	<b>Course Reflections</b>	<b>EXAM 3 DUE</b>

**1/26 Readings:**

John J. Mearsheimer, "The False Promise of International Institutions," *International Security* 19, No. 3 (Winter 1994-1995), 5-49.  
<http://mearsheimer.uchicago.edu/pdfs/A0021.pdf>

Robert Keohane and Lisa Martin, "The Promise of Institutional Theory," *International Security* 20, No. 1 (Summer, 1995), 39-51.  
[http://www.uio.no/studier/emner/hf/iakh/HIS4421/h11/undervisningsmateriale/HIS4421\\_KeohaneMartinInstitutionalism.pdf](http://www.uio.no/studier/emner/hf/iakh/HIS4421/h11/undervisningsmateriale/HIS4421_KeohaneMartinInstitutionalism.pdf)

**2/2 Readings:**

Abbott, Kenneth, and Duncan Snidal. 1988. "Why States Act through Formal International Organizations." *Journal of Conflict Resolution* 42: 3-32.  
<http://www.u.arizona.edu/~volgy/AbbottSnidal1998WhyStatesUseFormal.pdf>

**2/9 Readings:**

Barbara Koremenos, Charles Lipson and Duncan Snidal  
*International Organization* Vol. 55, No. 4, The Rational Design of International Institutions (Autumn, 2001), pp. 761-799 <http://www.iilj.org/courses/documents/HC2010Oct20.RaustialaBckgrnd2.pdf>

**3/1 Readings:**

O'Neal, John R. and Bruce Russett. 1999. "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organization." *World Politics* 52(1): 1-37.  
[https://blackboard.angelo.edu/bbcswebdav/institution/LFA/CSS/Course%20Material/SEC6302/Readings/Lesson\\_3/Oneal-Russett.pdf](https://blackboard.angelo.edu/bbcswebdav/institution/LFA/CSS/Course%20Material/SEC6302/Readings/Lesson_3/Oneal-Russett.pdf)

Ebegebulem, Joseph C. 2011. "The Failure of Collective Security in the Post World Wars I and II International System." *Transcience* 2(2).  
[http://www2.hu-berlin.de/transcience/Vol2\\_Issue2\\_2011\\_23\\_29.pdf](http://www2.hu-berlin.de/transcience/Vol2_Issue2_2011_23_29.pdf)

"Iran's Nuclear Deal Becomes a Reality." January 2016. *The Economist*.  
<http://www.economist.com/blogs/graphicdetail/2016/01/graphics-iran-sanctions-and-nuclear-deal>

Stern, Joshua. 2005. "NATO Collective Security or Defense: The Future of NATO in Light of Expansion and 9/11." Dias Online Organization.  
[http://www.dias-online.org/fileadmin/templates/downloads/DIAS\\_Kommentare/Kommentar32.pdf](http://www.dias-online.org/fileadmin/templates/downloads/DIAS_Kommentare/Kommentar32.pdf)

**3/8 Readings:**

Meltzer, Joshua. 2011. "Yes We Can? The Future of Trade." *Foreign Policy*. April 18.  
<http://foreignpolicy.com/2011/04/18/the-future-of-trade/>

Thacker, Strom. 1999. "The High Politics of IMF Lending." *World Politics*. 52(1): 38-75.  
<http://www.bu.edu/sthacker/files/2012/02/imf.pdf>

"A background guide to 'Brexit' from the European Union." January 2016. *The Economist*.  
<http://www.economist.com/blogs/graphicdetail/2016/01/graphics-britain-s-referendum-eu-membership>

**3/22 Readings:** Ivanova, Maria. 2005. "Assessing UNEP as Anchor Institution for the Global Environment: Lessons for the UNEO Debate." *Yale Center for Environmental Law & Policy*. May. <http://www.yale.edu/gegdialogue/uneo-wp.pdf>

**4/12 Readings:**

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

[http://disciplinas.stoa.usp.br/pluginfile.php/161154/mod\\_resource/content/1/Barnett%20%20Finnemore%201999.pdf](http://disciplinas.stoa.usp.br/pluginfile.php/161154/mod_resource/content/1/Barnett%20%20Finnemore%201999.pdf)

Downs, George, David Rocke, and Peter Barsoom. 1996. "Is the good news about compliance good news about cooperation?" *International Organization*. Vol. 50 (3), ppg. 379-406.

<http://www.nyu.edu/gsas/dept/politics/faculty/downs/goodnews.pdf>

Martin, Lisa and Beth Simmons. 1998. "Theories and Empirical Studies of International Institutions." *International Organization*. 52(4): 729-757.

<http://politprklad.net.ru/files/Martin,%20Lisa%20L.,%20and%20Simmons,%20Beth%20A.,%20Theories%20and%20Empirical%20Studies%20of%20International%20Institutions%20.pdf>