

**Global Movements for Social Justice W-5316**  
**Spring 2016**  
**Sul Ross State University**  
**SYLLABUS**

**Professor:** Dr. Tiffany Vincent  
**Office Location:** Lawrence Hall 211  
**Telephone:** (432) 837-8162  
**Office Hours:** Available via email.  
**Email:** tiffany.vincent@sulross.edu

**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 is an online distance education course. As such, it is open throughout the semester but there are assigned due dates for submitting assignments and exams (see class schedule below; *\*NOTE:* some assignments/due dates will be announced via our Blackboard homepage throughout the semester). 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 required materials each week and participate in the online class discussion forums. Specifically, it is required that each student:

1. 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 online discussion forums.
4. Demonstrate appropriate and respectful communication with classmates and the instructor.

**DISTANCE EDUCATION STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services,

library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **CLASSROOM POLICIES:**

Without full participation and being prepared for each weekly activity, students shall find themselves at a severe disadvantage for achieving success in this course. *Keep in mind that your computer problems are NOT an excuse for any lack of completion of course material. YOU will need to maintain access to a reliable Internet connection (keep in mind there are computers available for your use in the Sul Ross Library). I am not responsible for any technological glitches that may occur in the online environment.* 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. –\*Note: This *DOES* apply to this online course.

### **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 Schwartz (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

### **GRADING SCALE:**

- 45% Exams (3 exams worth 15% each)
- 20% Weekly Discussion Questions
- 20% Research Paper
- 15% Participation

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

This course follows the traditional percentage based grading system below.

- A: 100-90
- B: 89-80
- C: 79-70
- D: 69-60
- F: 59 & below.

### **COURSE REQUIREMENTS:**

**EXAMS-** Each student will complete three exams in this course. These exams will be in the form of essays—directions/prompt to be given on our Blackboard homepage (*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.**

**RESEARCH PAPER-** Each student will select an area/topic of interest discussed in the course (choose a topic from the course schedule below (wks. 7-11, 14 & 15). Criteria/directions for this paper will be posted on our course Blackboard page. Plagiarism will not be tolerated. (Research Paper: 20% total course grade).

**WEEKLY DISCUSSION QUESTIONS-**In the discussion section of Blackboard each week, I will pose a discussion question or two over the assigned reading(s). Discussion post(s) will appear every Monday and will be due on Sunday @ 11: 55 p.m. of the same week, so you will have 7 days to think about and construct your answers. Each week you are required to respond to my question, create a question of your own, and respond to a classmate's question. *For each week then, a total of 3 discussion posts are required (each set of 3 will receive 1 grade every week).* The questions/answers should be analytical (theoretical) over the topic at hand and/or an attempt to develop a closely related line of inquiry. The purpose is to generate productive classroom discussion and demonstrate critical thinking ability with regard to the assigned reading(s). The questions/answers are meant to be evaluative/analytical for the sake of discussion rather than trivia questions from the readings. Failure to be respectful and civil in your responses/questions with classmates or with the instructor will result in no credit—and potential removal from the course. At the end of the semester, I will take the average of your grade on these weekly submissions and that grade will be worth 20% of your overall final course grade.

**PARTICIPATION-** Worth 15% of the overall course grade, your active and productive participation in this course is expected and required.

## 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.*

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Wk. 1	Introduction and Course Syllabus	<ul style="list-style-type: none"> <li>• Introduction and Course Syllabus</li> </ul>
Wk. 2	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>
Wk. 3	Origin & Variety of IOs	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 3</li> <li>• Abbott &amp; Snidal 1998</li> </ul>
Wk. 4	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>
Wk. 5	Decisions and Outputs	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapters 6 &amp; 7</li> </ul>
Wk. 6	<b>EXAM 1</b>	<b>EXAM 1 DUE</b>
Wk. 7	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>
Wk. 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>
Wk. 9	Spring Break	NO ASSIGNMENTS
Wk. 10	Environment	<ul style="list-style-type: none"> <li>• Rittberger and Zangl, Chapter 10</li> <li>• Ivanova 2005</li> </ul>
Wk. 11	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>
Wk. 12	<b>EXAM 2</b>	<b>EXAM 2 DUE</b>
Wk. 13	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, Roche, &amp; Barsoom 1996</li> <li>• Martin and Simmons 1998</li> </ul>
Wk. 14	Social Justice	<ul style="list-style-type: none"> <li>• Selected readings from Cultural Movements</li> </ul>
Wk. 15	Transnational Movements	<ul style="list-style-type: none"> <li>• Smith 2013</li> <li>• The Economist – Selected reading on Internet Activism</li> </ul>
Wk. 16	<b>Course Reflections</b>	<b>EXAM 3 DUE</b>

**Wk. 2 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)

**Wk. 3 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>

**Wk. 4 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>

**Wk. 7 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/bbswebdav/institution/LFA/CSS/Course%20Material/SEC6302/Readings/Lesson\\_3/Oneal-Russett.pdf](https://blackboard.angelo.edu/bbswebdav/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)

**Wk. 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>

**Wk. 10 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>

**Wk. 13 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://politpriklad.net.ru/files/Martin,%20Lisa%20L.,%20and%20Simmons,%20Beth%20A.,%20Theories%20and%20Empirical%20Studies%20of%20International%20Institutions%20.pdf>

**Wk. 15 Readings:**

Smith, Jackie. 2013. Transnational Social Movements. *The Wiley-Blackwell Encyclopedia of Social and Political Movements*.

<http://onlinelibrary.wiley.com/doi/10.1002/9780470674871.wbespm454/full>

"Everything is Connected." January 2013. *The Economist*. <http://www.economist.com/news/briefing/21569041-can-internet-activism-turn-real-political-movement-everything-connected>