RPOS 375: International Organization
Spring 2014

Mark Baskin
mbaskin@albany.edu
Office Hours: Mon, 1:30-3- HU 16
Milne 220, Tel: 442-5265
Wed, 2-3, Milne 220

Course Description

This course will cover the foundational principles of international organization, the major theories that seek to explain the role played by international institutions in world politics, and a number of key institutions. It will provide students with a theoretical and practical understanding of international institutions, and emphasize critical thinking skills that will be encouraged through course discussions, class debates, and an analytical research paper. The class will engage in analysis of the United Nations, the European Union, the International Monetary Fund, and the World Bank.

Core Readings: Available at Mary Jane's Books

- Assessments, articles and reports available on e-reserve/blackboard
- Mass media, including New York Times, blogs, web sites.

Requirements

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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Attendance</td>
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<tr>
<td>Paper</td>
<td>20%</td>
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<td>Midterm Exam</td>
<td>25%</td>
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<td>Participation</td>
<td>10%</td>
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<td>Quizzes</td>
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<td>Final Exam</td>
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Learning Objectives. At the end of this class, students should be able to:

- Summarize classical and contemporary definitions and approaches to international integration and international organizations according to the major approaches employed in the social sciences.
- Analyze the missions and practices of different types of international organization, including inter-governmental and non-state actors, universal and regional organizations, and financial, security and humanitarian/human rights organizations.
• Evaluate the operational principles and processes of these different types of organizations.
• Assess the capacity for different types of organization to achieve their missions.
• Develop research skills: finding materials, reading closely and summarizing texts and drawing inferences concerning motivations and causation of policies and events.
• Develop analytic and writing skills that enable you to distill and summarize source materials.
• Develop coherent, written arguments with support from diverse sources.

Expectations: Students will be expected to come to every class prepared to discuss the assigned readings. Attendance is expected and is especially important on the days of quizzes/class exercises. Students will be expected to turn in assigned work on time. Late work will face deductions. Students will benefit from taking notes during class.

Class Etiquette. There will be no texting in class. In addition, class discussions will take place in a spirit of mutual respect and deference. There will certainly be differences in viewpoints among us, and students will respect these differences.

Writing and Plagiarism. Plagiarism is the intentional or unintentional use of another’s words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person’s work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Students guilty of plagiarizing any material will receive a failing grade for the course and the evidence will be automatically turned over to the Office of Student Conduct. During the first week of class, all students must review the UAlbany Library’s tutorial on plagiarism entitled: Plagiarism 101 (http://library.albany.edu/usered/ncplaga/index.html). It is really far easier to do your own work than to plagiarize and students would be most unwise to consider it.

Accommodations Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in any Reading Department class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. The University provides a great deal of information on the services it offers to disabled students which can be found on the Disability Resource Center page. The university’s policy is at: http://www.albany.edu/disability/docs/RAP.pdf.
Participation. Class participation consists of preparation for and engagement in class discussion. It entails regular class attendance, completing assigned readings, participation in groups, and asking relevant questions.

Groups/Teams. Students will be divided into teams on Day 2 of the class. They will sit together with team members throughout the class, and there will be a number of group exercises and assignments during the class.

Quizzes. Students will take 3 short quizzes that test their knowledge of the material and familiarity with IOs in contemporary events.

Midterm and Final: These essay exams will give the opportunity to present views on the material covered in class and in readings.

Analytic or Policy Planning Paper: Students will write a paper on an international organization. Detailed assignment will be handed out in class. Due May 2. Penalties for late papers.

COURSE OUTLINE

Introduction (January 22)

Who Cares? (January 24)

- Weiss and Wilkinson (hereafter W&W), Introduction, pp. 1-17
- G. John Ikenberry, After Victory, Chapters 1-2, pp. 1-49 (blackboard)

THINKING ABOUT IOs AND GLOBAL GOVERNANCE

Realism and Liberalism (January 27)

- Jason Charrette and Jennifer Sterling-Folker, “Realism,” W&W, pp. 93-104
- Christer Jonsson, Classical Liberal Internationalism,” W&W, pp. 105-117

Marxism and Feminism (January 29) Minions present

Constructivism (January 31)

- Rodney Bruce Hall, “Constructivism,” W&W, pp. 144-156

IOs as Institutions (February 3)

- Michael Barnett and Martha Finnemore, Rules for the World, pp. 16-44.

A History of Global Governance (February 5)

- Craig N. Murphy, “The Emergence of Global Governance,” W&W, 23-34

IOs and Power (February 7)


Quiz and Group Project February 10

ACTORS IN GLOBAL GOVERNANCE: POLICY NETWORKS AND COMMUNITIES

UN System: Structure and Legitimation (February 12)


Dividing the World (February 14) – Team #1 presents


Private Sector Actors and the UN Global Compact (February 17) - Team Awesome presents

The Good… (February 19) – Team Blackout presents


...The Bad and the Ugly (February 24) – Team Spectacular presents


REVIEW FOR MIDTERM (FEBRUARY 28)
MIDTERM (MARCH 3)

PRACTICE: IOs AND SECURITY POLICY

Security, Peacekeeping, Crises and Intervention (March 5, 7) Team Baskin (3/7) presents


War Crimes and Justice (March 10) - Team Blackout presents


Post-Conflict Peacebuilding (March 12) – Team Awesome presents

- Mark Baskin, “Interim Regime in Bosnia-Herzegovina,” Blackboard

March 14: Housekeeping

- Mid-term handed back,
- Paper Assignment handed out
Human Rights, Migration and Refugees (March 24, 26) – 3/24 - Team Baskin presents

- Michael Barnett and Martha Finnemore, Defining Refugees and Voluntary Repatriation at the UNHCR,” *Rules For the World*, pp. 73-120.

March 28 – Quiz and Class Exercise

**INTERNATIONAL INTEGRATION IN EUROPE**

Evolution of the EU (March 31) – Team #1 presents


EU Institutions (April 2, 4) – Team Mini-ons present


EU Policies (April 7, 9, 11)


April 14 Quiz and Group Project

**INTERNATIONAL FINANCIAL GOVERNANCE**

Issues in Financial governance (April 23)

Introduction to the IMF and World Bank (April 25) Team Spectacular presents

Expertise and Knowledge Networks (April 28)

Lost in Transition (April 30, May 2)

Reforming the IMF and World Bank (May 5)

May 7, Review for Final