Mission of the Course

The purpose of this course is three-fold. First, the course will introduce students to a wide range of theories related to international institutions and social mobilization. Second, the course will examine the role of institutions in a number of issue areas ranging from human rights and genocide to military intervention and weapons of mass destruction. Third, the course will require students to conduct original research in the area of global governance. Although there are no prerequisites for this class, students that have completed the international relations field seminar will have a better foundation for this class. If you are uncertain about the suitability of your background, please contact the instructor.

Course Requirements

Students' final grades will be based on the following assignments:

1) weekly 1-2 page reaction papers of readings (5%)
2) collective weekly questions for discussion (5%)
3) active class participation (10%),
4) student leadership of discussion (10%), and
5) group research paper (total 70%) broken down as follows:
   a) annotated bibliographies (5%)
   b) literature review (5%)
   c) research design (10%)
   d) first draft of entire paper (15%)
   e) final draft of paper (30%)
   f) powerpoint presentation (5%)

First, each week some or all of the students will prepare a very short (about 1-2 pages) reaction paper to an article, chapter, or book from that week's readings. Each reaction paper should contain four sections: 1) summary of theoretical argument; 2) summary of methods employed and major empirical findings; 3) fit to the literature; and 4) critiques and comments. Please use these four headings to structure the reaction paper in order to make it easier for you fellow students to quickly identify key information. Students must post their summaries on the course wiki page by 7 am on the day of class. (If you don't like getting up early, post it the night before!). Students should note that producing a summary in no way relieves them from having to complete the remaining readings.

Second, students must collective produce a list of questions for class discussion each week. Each student should compile questions as they read the material and produce the reaction paper. There should be about 10 questions per student. The questions should focus on “meaty” issues (e.g., is the WTO Trips agreement fair to developing countries?) rather than simple
questions (e.g., what year was the WTO created?). The questions should be posted to the course wiki page by 7am of the day of class.

Third, students must actively participate in class discussion each week. I expect students to have read and thought about the material assigned for that week. If language or some other barrier inhibits you from participating actively, you should meet with the instructor during the first two weeks of class to devise some solutions. Attendance (which is mandatory) is not considered participation.

Fourth, students will also take turns leading discussion during class. During the first session, the remaining classes will be divided up with one or two students identified as discussion leaders for each week. The purpose of a discussion leader is to facilitate discussion (not to dominate it). Although I will actively participate in the discussions, I will not lead them nor will any of the period be devoted to lecture. All students will submit questions to the wiki by 7am of the day of class. The discussion leader will then organize the questions to facilitate class discussion.

Fifth, students will be divided into groups of two or three students and each group will produce an article length research paper (~ 30 pages) of publishable quality. A majority of articles in political science journals (e.g., American Political Science Review) are co-authored and students need to become familiar with the advantages and disadvantages of working with others. The objective of each group is to develop a high quality article that could be submitted to a major international relations journal such as the *International Security*, *International Organization*, or *Global Governance*. The course web page has handouts for each assignment.

Assignment #1: Annotated Bibliography (10 pages) (due week 4)
Assignment #2: Literature Review (10 pages) (due week 6)
Assignment #3: Research Design (10 pages) (due week 8)
Assignment #4: First Draft (30 pages) (due week 13)
Assignment #5: Final Draft (30 page) (due week 16 – May 7th)
Assignment #6: Presentation (5-7 overheads) (due week 16 – May 7th)

**Evaluating Group Work**

Why use groups? In the past, the assignment for this course has been an individually produced research paper. I have changed the syllabus to a group project this year for three reasons. First, the group effort will force students to engage ideas that they may strongly disagree with. Hammering out a single position in the paper will inevitably involve both persuasion and compromise. I suspect this will produce stronger papers in the long run. Second, the group effort should involve more reviewing and re-writing. In this class your writing will be examined by members of your group, other groups, and your instructor. I hope that students writing abilities will improve significantly by making critiquing and rewriting a central part of the class. Third, although the group effort will produce fewer papers, each will have greater depth. In a typical semester long research paper, graduate students simply don’t have enough time to research a body of literature and contribute an original piece of scholarly work. The team effort involved in building a common annotated bibliography and the group writing should allow each student to examine the topic of weapons of mass destruction in much greater detail.

Despite the fact that most of their professional projects after graduation will involve some form of group work, students tend to dislike group work. This is often due to the difficulty of managing time with group work, personality clashes among members, and the classic free riding problem. The use of the wiki page, e-mail, and the allocation of class time each week to group
work should make it easier to manage time. In terms of personalities, it is incumbent upon every member of the group to foster an atmosphere of good will and collaboration. Finally, the free rider problem will be addressed by having team members continually evaluate the group in order to identify problems as early as possible and resolve them quickly and equitably. Each week in which a group assignment is due, every group member will fill out an evaluation form on the group’s performance on the assignment. Each group member will have 100 points to divide between members of the group in terms of contribution to the final product. For example, with a group of four in which all members contribute equally to the final product, we would expect all the students to allocate 25 points to each student. Individuals with low scores or large asymmetries in scoring (e.g., Ed Wood gives himself 100 points but all other members of the group give Ed zero points) must meet with the instructor the day of the evaluation in order to develop a plan to resolve the problem. Students that fail to take action to resolve the problem will be severely penalized (including the possibility of a failing grade for the class). In sum, free riding will not be tolerated in this class.

Web Page
This course will use a wiki page for posting materials and communicating. The wiki is located at:
http://rpos583spring2008.pbwiki.com

WARNING!: The web address should have read 2009, but due to an error that cannot be corrected without recreating the entire wiki, it reads 2008. Please do not forget this!!

In addition, the course readings will be posted on a Blackboard page which can be accessed at:
http://bls.its.albany.edu/webct/entryPageIns.dowebct

Plagiarism
The emergence of the internet has changed our world forever. The amount of information at our fingertips has increased geometrically over the last decade. Library searches which took hours to complete in the past can be done in a matter of minutes today. Public and private documents that were difficult, if not impossible, to gain access to in the past are now a mouse click away. While this technological revolution has enhanced the learning process in many ways, it has also increased the amount of 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. Plagiarism, therefore, undermines the entire university community. Students guilty of plagiarizing any material will receive a failing grade for the course and the evidence will be automatically turned over to the University at Albany Office of Judicial Affairs. If you are unsure about plagiarism in general, please review the UAlbany Library “Plagiarism 101” training module that can be found at:
http://library/albany.edu/usered/tut.html

Readings
There are several required books for this class. Given the small class size, I have elected to have students purchase the books through Amazon.com. The required readings are marked with an [R] (for books you should purchase) or [R*] (for articles that will be on the Blackboard course page). Immediately after the required readings, I have listed several suggested readings for each topic which are marked [S]. You have to look up the suggested reading on your own.
PART I: INTRODUCTION TO INTERNATIONAL ORGANIZATIONS AND LAW

Week 1 (1/22): Introduction to Course
-- no assigned readings

Week 2 (1/29): Global Governance


Week 3 (2/5): Theories of Regimes


Week 4 (2/12): International Law


Week 5 (2/19) – no class meeting due to UAlbany winter break

Week 6 (2/26): Legalization and Government Networks


OR


PART II: ISSUE AREAS AND EXAMPLES

Week 7 (3/5): The UN and Security Challenges


Week 8 (3/12): Nuclear Weapons and International Regimes

[R*] Nuclear Non-Proliferation Treaty (7 pages)


[R*] Sagan, Scott D. 2006. "How to Keep the Bomb from Iran." Foreign Affairs 85/5 (September/October), 45-59.


Week 9 (3/19): Chemical Weapons, Biological Weapons, and International Regimes


[R*] 1925 Geneva Protocol (2 pages)

[R*] 1972 Biological Weapons Convention (5 pages)

[R*] 1997 Chemical Weapons Convention (289 pages) Skim in order to compare with the 1925 Geneva Protocol and the 1972 BWC.


**Week 10 (3/26): Economic Regimes: Preferential Trading Agreements**


Week 11 (4/2): Genocide and the ICC


[R*] Convention Against Genocide (2 pages)


Week 12 (4/9) – no class meeting due to UAlbany spring break

PART III: SOCIAL MOBILIZATION

Week 13 (4/16): Theories of Social Mobilization

Week 14 (4/23): Studying Social Mobilization


Week 16: no class because semester ends on Tuesday.

Final Papers: due by 5 pm on Thursday May 7th in 106a Milne Hall. Late final drafts will be penalized a third of a letter grade per day late.