

**POLS 362: International Organization and the Management of World Problems**  
**Monday and Wednesday: 2:10 – 3:25**

**Instructor:** Dr. Sterling D. Recker

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**Office Hours:** Monday and Wednesday: 3:30 – 4:00 (and by appointment)

### **Introduction**

The course will introduce students to the field of International Organizations (IOs) through an evaluation of the history, functions, membership, and controversies of these global institutions. The lectures and readings will focus on the controversies and complexities of IO by utilizing theory and case studies to explain how IOs function in a complex world of nation-states and sub-national actors. The primary focus will be on the United Nations, the World Bank, the International Monetary Fund and the World Trade Organization and the role these IOs play in non-western countries. Topics will include how international organizations respond to conflict, post-conflict development, and international trade and finance. Within each topic we will evaluate issues including political and economic development, public health, issues of gender, and natural resource management.

### **Course Objectives**

- 1) Use critical thinking in evaluating and critiquing key literature in the field.
- 2) Develop and produce a rigorous, methods-centered research project.
- 3) Understand how IOs function in regards to maintaining order and transparency between nation-states and non-state actors.

### **Required Materials**

J. Samuel Barkin, *International Organization: Theories and Institutions* (2<sup>nd</sup> Edition). 2013

*Additional Readings:* In addition to the required book listed above, you will have assigned readings each week. These readings are posted under [Course Materials](#). These are required readings that you will need to incorporate into your written assignments so it is critical you keep up with the weekly readings throughout the semester.

### **Course Requirements (No Late Assignments will be accepted)**

#### General Guidelines

It is expected that each assignment will exhibit academic rigor. Your grade will be based largely on how well you show that you understand the readings and topics covered in class through a number of short assignments that will lead to a large research paper at the end of the semester. All assignments must be emailed to [reckers@slu.edu](mailto:reckers@slu.edu) as Word attachments.

Literature Review: The literature review will be a 4 – 5 page paper that provides scholarly background to key theories and concepts of a given topic. You are expected to devote no more than a single paragraph to summarize each source and to provide a summary and critique of the main points in the articles or books being reviewed. You should also use this assignment to explain how the various articles and books relate to or refute one another because it will be incorporated into your final paper.

Research Proposal: A 3 – 5 page research proposal outlining the topic you will explore for the final research paper. The research proposal is your opportunity to make sure your topic is relevant and that you will be able to find supporting evidence necessary for answering your research question. This is also where you will critique existing theories and concepts and explain how your research will either support or refute the existing literature and research. The proposal will require the following:

- 1) A clear research question that will guide your research: This should be no more than two sentences long and stated in the first paragraph after a few introductory sentences.
- 2) A description of the topic: Why is this important / “Why should we care about this?”
- 3) A discussion of the literature as it relates to your research question
- 4) A discussion of the methods you will use to answer the research question: What kind of data will you be looking for? Where will you find it? What re your independent variables? How will you measure the independent variables? etc.

Final Paper: You will write a 12 – 15 page paper that focuses on a specific topic. A list of topics can be found under the Assignments tab in Blackboard. Your final paper will count as your final exam. Email your final paper as a Word attachment to [reckers@slu.edu](mailto:reckers@slu.edu)

Short Essays: You will write three, 2 page Short Essays (10pts each) throughout the semester. The topics of each are as follows:

Short Essay #1: Identify and discuss three research questions you are considering for your research paper. Provide an explanation of why you chose these three questions.

Short Essay #2: What were the two most interesting things you learned from your literature review, and why were they interesting?

Short Essay #3: How and why did your initial research proposal change?

Due Dates: Assignments are due by 5:00. Email them to [reckers@slu.edu](mailto:reckers@slu.edu) as Word attachments

Short Essay #1:	January 23
Literature Review:	February 20
Short Essay #2:	March 6
Research Proposal:	March 27
Short Essay #3:	April 10
Final Paper:	May 4

#### **Grading Scale**

Short Essays:	30 pts (3 x 10pts each)
Literature Review:	50 pts
Research Proposal:	50 pts
Final Paper:	100 pts
Total:	230 pts

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	<60

### **Grading Criteria for Written Assignments**

Your grade for each written assignment will be determined based on the following criteria:

- Clarity of the Arguments and Key Points
- Intellectual and academic quality of your literature review
- Proper and comprehensive analysis of key issues and factors relating to your question
- Proper use of grammar and punctuation
- Evidence of understanding the topics that have been covered during lecture
- In-text Citations and a Works Cited section using the APSA Format. See documents on Blackboard for citation styles and guidelines
- As a rule, you will need at least 4 References in your Works Cited section for each Short Essay

### **Attendance and Participation**

You will lose 2 points from your final grade for every absence. A significant portion of your grade is based on attendance and participation so it is expected that you come to class ready to answer questions and discuss the readings. If you are not attending the lectures, sleeping, texting, browsing the internet, or talking during class you will lose points from your final grade. If you miss more than 2 consecutive classes without contacting the Instructor you will be automatically dropped from the course.

### **Writing Services**

University Writing Services: I encourage you to take advantage of University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. *These services do fill up*, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment, visit [www.slu.edu/writingservices.xml](http://www.slu.edu/writingservices.xml) or call 977-3484.

### **Disability Services**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

\*\*Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

\*\*University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

### **Cell Phones and Technology**

Texting during class will not be tolerated. You will automatically lose 3 points from your final grade every time the instructor sees you texting, this is non-negotiable.

No recording devices will be allowed unless there is a documented justification through the Disability Office or prior arrangement with the Instructor.

### **Plagiarism and Academic Dishonesty**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences.

Students caught plagiarizing or cheating will receive an F for the assignment with no possibility to revise and resubmit.

In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

### **Respect**

No student should feel intimidated when expressing their views, opinions, questions or comments in this classroom. I will not tolerate personal attacks, violent language / statements or ridiculing someone for what they say or believe. I firmly believe that a University classroom should be safe for students to express themselves and all opinions and perspectives are welcome as long as they are expressed in a respectful and intelligent manner. Furthermore, disrespect towards the instructor will not be tolerated. If you become combative, disrespectful, or disruptive to the classroom environment you will be asked to leave the room.

### **Course evaluations**

At the end of the semester you will be required to complete a course evaluation. The evaluation is worth 5 points and is anonymous. The instructor can only see whether or not you have completed the evaluation and cannot see your responses. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how material was presented. The evaluations are anonymous and will not be seen by the professor until the following semester.

## **Schedule of Topics (Subject to modification and revision):**

### **Week 1 (January 12 – January 14): Research Methods and Academic Writing**

Lijphart: Comparative Politics and the Comparative Method (1971)

Geddes: How the cases you choose affect the answers you get (1990)

Bates: Area Studies and the discipline (1997)

Thomas: The qualitative foundations of Political Science methodology (2005)

### **Week 2 and Week 3 (January 21 - 28): The History of International Organizations**

**\*\*No class January 19 (MLK Day)**

Barkin: Introduction

Wallerstein: The World System after the Cold War (1993)

Katzenstein, et al: IO and the Study of World Politics (1998)

Buzan and Lawson: The Global Transformation: The Nineteenth Century and the Making of Modern International Relations (2013)

**\*\*\* Short Essay #1: January 23**

### **Week 4 and Week 5 (February 2 – February 11): Mainstream and Critical Theories**

Barkin: Ch. 1: Sovereignty and Globalization

Waltz: The Origins of War in Neorealist Theory (1988)

Schweller and Priess: A Tale of Two Realisms: Expanding the Institutions Debate (1997)

Babik: Realism as Critical Theory (2013)

Snyder: Taking the System Seriously: Another Liberal Theory of International Politics (2013)

### **Week 6 (February 16 – February 18): Global Governance**

Barkin: Ch. 2: Power and Interdependence

Kellner: Theorizing Globalization (2002)

Doyle: Three Pillars of the Liberal Peace (2005)

Chapman and Reinhardt: Global Credit Markets and Political Violence (2013)

Weiss and Wilkinson: Rethinking Global Governance (2013)

**\*\*\* Literature Review: February 20**

### **Week 7 (February 23 – February 25): The United Nations**

Barkin: Ch. 3: Regimes and Institutions

Douma: Political Economy of Internal Conflict (2001)

Allen and Yuen: The Politics of Peacekeeping (2013)

Karim and Beardsley: Female Peacekeepers and Gender Balancing (2013)

### **Week 8 (March 2 – March 4): Collective Security**

Barkin: Ch. 7: The Institutions of Collective Security

Jervis: Cooperation Under the Security Dilemma (1978)

Nye and Jones: International Security Studies (1988)

Glaser: The Security Dilemma Revisited (1997)

**\*\*\* Short Essay #2: March 6**

### **Week 9: Spring Break (March 9 – March 11)**

**Week 10 (March 16 – March 18): Humanitarian Assistance and Humanitarian Aid**

Barkin: Ch. 8: Human Rights and Humanitarian Aid

Auvinen and Nafziger: The Sources of Humanitarian Emergencies (1999)

Martin: Haiti: International Force or National Compromise (1999)

Milton et al: Refugee Flows and Transnational Terrorism (2013)

Book Review: The Politics of Innocence

**Week 11 and Week 12 (March 23 – April 1): International Political Economy**

Barkin: Ch 9: Economic Institutions and Trade; Ch. 10: International Finance

Baghwati: After Seattle: Free Trade and the WTO (2001)

James: International Order after the Financial Crisis (2011)

Helleiner: Understanding the 2007 – 2008 Financial Crisis (2011)

Friedberg: Implications of the Financial Crisis for the US-China Rivalry (2012)

\*\*\* Research Proposal: March 27

**Week 13 (April 6 - April 8): Development and Underdevelopment**

Barkin: Ch. 11: Development

Baghwati and Srinivasan: Trade and Poverty in the Poor Countries (2002)

Chilcote: Globalization and Imperialism (2002)

Kacowicz: Globalization, Poverty, and the North-South Divide (2007)

Lloyd: Conflict in Africa (2010)

Sambanis and Shayo: Social Identification and Ethnic Conflict (2013)

\*\*\* Short Essay #3: April 10

**Week 14 and Week 15 (April 13 – April 22): Natural Resources and War**

Barkin: Ch. 12: The Environment

Homer-Dixon: Environmental Scarcity and Violent Conflict (1994)

Collier and Hoeffler: Greed and Grievance (2004)

Allen: The Enemy Within: Oil in the Niger Delta (2012)

Jensen and Sorensen: Land Inequality and Conflict in Latin America in the 21<sup>st</sup> century (2013)

**Week 16 (April 27 – May 4): The Future of IOs**

Barkin: Ch. 14: The Fuzzy Borders of Intergovernmentalism; Ch. 15: Conclusions

Jervis: An Interim Assessment of 9/11 (2002)

Walt: Beyond bin Laden (2002)

Kony Arrest Warrant (2005)

Rodrik: Goodbye Washington Consensus (2006)

Post and Urpelainen: Why Democratizing States Form International Organizations (2013)

The Economist: Poor Behavior (12/6-14/2014)

**Final Exam: \*\*No In-Class Final\*\***

\*\*\*Final Paper: May 11