

# **POL 203A: Governing the World without a World Government: International Organizations and International Law**

**Spring 2018, Gettysburg College**

Time and Place: Monday, Wednesday, and Friday,  
9:00-9:50am in Glatfelter Hall 001

Instructor: Prof. Franziska Boehme

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Office hours: Wed, 2:30-4pm and Fri, 10-11am, and  
by appointment in Glatfelter Hall 310

## **Class Objectives**

While for centuries states have resolved their conflicts through war, they have increasingly relied on international law and organizations to address transnational challenges and settle disputes. In a world of states concerned about their own interests and safety, how can we explain this turn towards global governance? How effective are the International Criminal Court and the United Nations in dealing with mass atrocities and global threats? And how do the European Union and African Union foster a sense of community among their members? We will answer these questions and more by drawing on political science research and getting to know organizations and treaties in various issue areas, such as trade, human rights, and security. The class will increase students' knowledge of this important facet of world politics and hone their skills in understanding and engaging with political science research on the topic.

## **Expectations: REI (Responsibility, Effort, Inquisitiveness)**

Students should expect vigorous discussion and debate! This means that I place an emphasis on collegiality in class. We can engage in debates, but this needs to be constructive and without resorting to personal attacks. Rude and inappropriate comments or disruptive behavior can result in students being asked to leave the classroom or in a reduced grade.

To succeed in this class (and in college overall), I expect you to commit to the three principles of "REI": Responsibility, Effort, and Inquisitiveness. This means that you commit to be responsible adults. This includes respecting classroom policies (be on time, no cellphones, no disruptions, etc.), doing the assigned readings *before* class, and that you seek my consent and advice when you know you will be absent beyond the three allowed absences, when you have a scheduling conflict, or when you have any concerns or feedback about the class or your performance. You also commit to invest significant effort into this class. This means that you will perform to the best of your ability to learn relevant material. This can include rereading assigned texts, seeing me during office hours to clarify material, forming study groups with fellow students, or seeking out extra material to help you do well in the class. It also means you will participate as much as possible during class because it makes it more fun for all of us and we all have viewpoints to contribute! The third principle is inquisitiveness, which means a commitment to knowledge. It means that you will be ready to ask questions during class and ask questions of the readings. Be critical of what you read! Challenge each other and me with other perspectives!

In response, I commit to these principles as well. I will be responsible by coming to class on time, being prepared to teach you the main ideas and concepts in International Relations and answer your questions. I will also reply to your emails within 24 hours and hold regular office hours. Feel free to stop by for class questions or questions about college life more generally! I will also put in significant effort in preparing good classes and returning your assignments in a reasonable timeframe. Third, I will also be inquisitive by asking questions of you and be critical of the material we are reading, be open to your suggestions and consider critical perspectives.

## Requirements

Think about your final grade in terms of points: You can get up to 100 points for this class:

- **Attendance and Participation: 20 points**
  - Participation is an important part of your contribution to this class. This score includes attendance and participation in class discussions, occasional homework assignments, in-class group work, short writing prompts, etc.
  - You can miss up to three classes a semester without prior consultation or explanation. Any absence beyond those will result in a lower score, two points per missed class!

Possible points	Level of participation (assumes perfect attendance)
18-20 (A)	Contributes to class discussions frequently, critical thinking, shows respect for everyone.
16-17.5 (B)	Occasional participation, some engagement with the material.
14-15.5 (C)	Rare participation, some engagement with the material.
12-13.5 (D)	No engagement or interest in the class, student is on phone, disrupts class etc.

- **Quizzes: 40 points**
  - We will have 2 announced content quizzes, each concluding a thematic unit. Each quiz is worth 10 points. They include definition and short answer questions on content that was covered in the readings and discussions from previous weeks.
  - There will be 4 unannounced reading quizzes, each worth 5 points. They will cover only the readings for the respective week. *They are open notes but not open reading.* You can use your handwritten or printed notes on the readings but not the texts themselves!
- **Research Project: 25 points**
  - For more details, please see the assignment information sheet and grading rubric on Moodle in the 'Assignment' folder.
  - For your research project, you will pick a research question related to an international law and/or organization topic that interests you, research relevant academic publications on the issue, and conduct some preliminary research on the question.
  - A proposal (10 points) is due on Friday, 16 February.
  - The second assignment (15 points) is a presentation in front of the class in the last weeks of the semester where you present your research findings.
- **Simulations: 15 points (Fourth Hour Requirement)**
  - Throughout the semester we will have 3 simulations in which you are asked to assume the role of a state or IO and respond to a scenario I provide in class. 2-3 students will be assigned the same state/IO and you are welcome to prepare and work together in advance and especially during the simulation.
  - For each simulation you can get up to 5 points for completing the worksheet and preparing for the debate in advance and for your performance in the simulation.
  - The worksheets can be found on Moodle and are due in print for the simulation class.

## Grading

"A range" indicates an outstanding performance in which there has been distinguished achievement in all aspects of the course.

- A+: 97-100
- A: 93-96
- A-: 90-92

“B range” indicates a good performance in which there has been a high level of achievement in some aspects of the course.

- B+: 87-89 points
- B: 83-86
- B-: 80-82

“C range” indicates an adequate performance in which a basic understanding of the subject has been demonstrated.

- C+: 77-79 points
- C: 73-76
- C-: 70-72

“D range” indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit. D: 60-69

### **Readings and Late Work and Make-up Exams**

In the course schedule (below), I have indicated the readings to be completed each week. I expect you to have read the readings by Monday each week! The required textbook for the course is Ian Hurd, *International Organizations: Politics, Law and Practice* (3<sup>rd</sup> edition, 2017), and may be purchased at the College bookstore. Additional course materials (journal articles and book chapters) will be available through Moodle. Please contact me if you have any problems.

Unless otherwise specified, assignments are due at the beginning of class on the date listed on the syllabus. Any assignment not turned in at this time will be considered late except in the case of an extraordinary situation and will result in a lower grade. Make-up examinations for exams will be granted only for documented medical or family emergencies. In cases of severe illness or family emergencies, I require proof (e.g. doctor’s note signed and on the doctor’s letterhead explaining why you cannot take the exam and/or emails from your academic advisor explaining the specific situation).

### **Electronic Etiquette Policy**

I do not allow the use of computers or cell phones during class. The temptation to just check your email or look up something is just too strong! Studies have also consistently shown that students without computer perform better on tests and that computer use is extremely distracting to other students as well. So please spare us the trouble and bring a nice notebook and pen/pencil. If you violate this policy, I will exercise my right to lower your participation points.

### **Academic Honesty**

Consistent with the Gettysburg College Honor Code, “students must submit work that is the fruit of their own study and labor, acknowledge assistance, words, and ideas they use in their work, and be honest with all members of the community involved in supporting their education” (Honor Code Summary, p. 1). Please be sure to read the Honor Code in its entirety; it is your responsibility to be familiar with and abide by both the rule and spirit of this code.

### **Accommodations for Students with Disabilities**

Students with learning or physical issues which may affect performance in the course should come and see me as soon as possible. Bring your Individual Educational Accommodation Plan with you and we will discuss what are the reasonable accommodations give the structure, content, and philosophy of the course. You must have an IEAP to receive accommodation in this course.

### **Religious Observances**

Gettysburg College is fully committed to diversity, equity, and inclusion. If they choose, all students, faculty, administrators, and support staff have the right to engage in essential practices of their faith while minimizing conflict with work, academic or athletic requirements. As soon as possible but no later than the end of the drop/add period, each student has the responsibility to inform me about religious

observances that are likely to conflict directly with academic, campus, or other required extracurricular activities. Once the [Religious Observance Accommodation Form](#) has been submitted, we will agree upon what would constitute a reasonable accommodation (i.e., missing a class, extending an assignment deadline, rescheduling an exam or assignment without penalty, etc.) for holidays.

### Mental Health

Life can be difficult sometimes. Gettysburg College Counseling Services is committed to creating a safe and comfortable environment for all students and aiding the exploration of personal, social, and academic concerns. They provide free confidential counseling, emergency services, psychiatric services, consultations, self-help resources, educational programs, and workshops to help students gain the skills and insights they need to overcome adversity and thrive in their life and learning. For more information, browse [http://www.gettysburg.edu/about/offices/college\\_life/counseling/index.dot](http://www.gettysburg.edu/about/offices/college_life/counseling/index.dot) or call 717-337-6960 to arrange to speak with a counselor.

**Key Dates to remember: Please note these in your calendars so you don't forget!**

- Fri, 2/2: Bring completed memo on Guzman text to class.
- Fri, 2/16: Proposal for research project is due!
- Fri 2/23: First quiz
- Fri, 3/9: UN simulation → prepare your state position
- Mon, 4/2: EU simulation → prepare your state position
- Mon, 4/9: Watch ICC documentary and bring worksheet to class
- Mon, 4/16: IO simulation → prepare your state position
- Wed, 4/18: Second quiz
- Wed, 5/2: Bring essay on changed (or not) perceptions on IOs and IL

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## Part I: THEORETICAL APPROACHES TO IL AND IOs

W	Day	Themes	Readings
1	Mon, 1/22	Introduction	Getting to know the content, one another, and the syllabus
	Wed, 1/24- Fri, 1/26	<u>IOs and Global Governance</u>	<ul style="list-style-type: none"> <li>• <u>Homework for Wed:</u> Before learning more about IOs and IL, please write a short essay (500-600 words) on how powerful you think IOs are in today's world. Provide examples for your argument.</li> <li>• Hurd, Ch. 1 "Introduction to International Organizations" (17 pg.)</li> <li>• Finkelstein, "What is Global Governance?" (6 pg.)</li> </ul>
2	Mon, 1/29- Fri, 2/2	<u>What is international law and how effective is it?</u>  <i>Case study: US treaty ratification</i>	<ul style="list-style-type: none"> <li>• Neff, "A Short History of International Law," (6 pg.)</li> <li>• Alstein, "Top ten developments in international law in 2017," OUP Blog (2018)</li> <li>• Kyl, Feith, and Fonte, "The War of Law: How New International Law Undermines Democratic Sovereignty," (8 pg.)</li> <li>• Koh and Doyle, "The Case for International Law: A Response to 'The War of Law,'" (5 pg.)</li> <li>• <u>Homework for Friday, 2/2:</u> read Guzman, "International Organizations and the Frankenstein Problem," (27 pg.) and bring a printed copy and your completed memo to class!</li> </ul>

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3	Mon, 2/5 – Fri, 2/9	<u>Why do states create IOs?</u>  <i>Case study: League of Nations</i>	<ul style="list-style-type: none"> <li>Hurd, Ch. 2 “Theory, Methods, and International Organizations” (25 pg.)</li> <li>Abbott and Snidal, “Why States Act through Formal International Organizations” (read pages 3-9, 23-27; 10 pg.)</li> <li>Keohane, “A Functional Theory of International Regimes” (25 pg.)</li> </ul>
4	Mon, 2/12- Fri, 2/16	<u>How effective and influential are IOs?</u>  <i>Case study: UNESCO and World Bank</i>  <b>Fri, 2/16: Proposal is due!</b>	<ul style="list-style-type: none"> <li>Barnett and Finnemore, “International Organizations as Bureaucracies” (30 pg.)</li> <li>Nielson and Tierney, “Delegation to International Organizations: Agency Theory and World Bank Environmental Reform” (read 241-251, 253-267; 24 pg.)</li> </ul>
5	Mon, 2/19- Wed 2/21	<u>What are critiques of IOs and how convincing are they?</u>	<ul style="list-style-type: none"> <li>Chimni, “International Institutions Today: An Imperial Global State in the Making” (35 pg.)</li> <li>Mearsheimer, “False Promise of International Institutions” (read pg. 5-14 and 47-49; 11 pg.)</li> </ul>
<b>Fri, 2/23</b>		<b>First Quiz</b>	

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## Part II: ISSUE AREAS AND INTERNATIONAL ORGANIZATIONS

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W	Day	Themes	Readings
6	Mon, 2/26- Fri, 3/2	<u>United Nations: Basics</u>  <i>Case study: Goldstone and Cholera</i>	<ul style="list-style-type: none"> <li>Hurd, Ch. 3 “United National I” (30 pg.)</li> <li>Claude, “Collective Legitimization as a Political Function of the United Nations” (1966) (12 pg.)</li> </ul>
7	Mon, 3/5- Wed, 3/7	<u>United Nations: Failures?</u>  <i>Case study: Rwanda and Darfur</i>	<ul style="list-style-type: none"> <li>Hurd, Ch. 4 “United Nations II” (20 pg.)</li> <li>Carlsson, “The UN Inadequacies” (2003) (9 pg.)</li> </ul>
	Fri, 3/9	UN Simulation	
<b>8</b>	<b>Mon-Fri, 3/12-3/16</b>		<b>Spring Break</b>
9	Mon, 3/19- Fri, 3/23	<u>Can regional IOs address problems more effectively?</u>  <i>Case study: EU</i>	<ul style="list-style-type: none"> <li>Hurd, Ch. 10, “The European Union and Regional Organizations” (30 pg.)</li> <li>McCormick, Ch. 1 “What is the EU?” (20 pg.)</li> </ul>

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9	Mon, 3/26- Fri, 3/30	<u>How do IOs establish governance on international political economy?</u> <i>Case study: World Bank</i>	<ul style="list-style-type: none"> <li>• Hurd, Ch. 6 “International Monetary Fund and World Bank” (30 pg.)</li> <li>• Hurd, Ch. 5 “World Trade Organization” (25 pg.)</li> <li>• Einhorn, “The World Bank’s Mission Creep,” (2001) (15 pg.)</li> </ul>
10	Mon, 4/2	EU Simulation	
<b>Wed and Fri, 4/4 and 4/6</b>		<b>Reading and prep day (conference)</b>	
11	Mon, 4/9- 4/13	<u>How do IOs promote human rights?</u> <i>Case study: ICC</i>	<ul style="list-style-type: none"> <li>• Watch <i>The Reckoning</i> through Kanopy (library website → databases) and bring completed worksheet</li> <li>• Hurd, Ch. 9 “The ICC” (25 pg.)</li> <li>• Greenhill, “The Company You Keep” (2010) (read 127-137, bottom 140-143; 14 pg.)</li> </ul>
12	Mon, 4/16	General IO Simulation	
<b>Wed, 4/18</b>		<b>Second quiz</b>	
	Fri, 4/20	4 presentations	
13	Mon, 4/23- Fri, 4/27	Each session with 4 presentations (12 presentations)	
14	Mon, 4/30	4 presentations	
	Wed, 5/2	4 presentations	<u>Homework:</u> Please write a short essay (500-700 words) on how powerful you think IOs and IL are in today’s world. Provide examples from the last weeks’ presentations for your argument. Has your assessment changed from the beginning of the semester? How so and why?
	Fri, 5/4	Evaluations and Conclusion	