PSCI 657/GGOV 650: International Organizations and Global Governance

Fall Term 2016
BSIA LSR 1-33, Wednesday: 2:30 – 5:20 pm

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Office Hours: Thursday: 2:00-3:00 pm

Contact Policy: Contact can be made via email or during office hours.

Course Description: This course is an elective course in the Global Governance program at BSIA and the University of Waterloo Political Science Department. It is also designed to allow Political Science students a better understanding of the conceptualization and practice of International Organizations (IO) with special attention to the dynamics of formal and informal institutions. In the first part of the course, we examine some major conceptual debates related to the motivation, formation and effectiveness of International Organizations. In the second part of the course, we apply this knowledge into specific areas of IOs.

Pre-Requisites: This is a course for graduate students only. It is intended for those students specializing in International Relations and Global Governance.

University Regulations:

Cross-listed course:
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken.

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration
should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, Student Discipline [link].

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Student Petitions [link]. In addition, consult Student Grievances [link] for the Faculty of Arts’ grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, Student Appeals [link].

**Academic Integrity website (Arts):** Academic Integrity [link]

**Academic Integrity Office (uWaterloo):** Academic Integrity Office [link]

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

**Texts:**

Kjell Engelbrekt, High-Table Diplomacy, Georgetown University Press, 2016.
Andrew F. Cooper, The BRICS VSI, OUP, 2016.

These core works will be supplemented by a wide variety of Readings, mainly from journals. Along with the rest of the Readings they are aimed to help students preparing for GROUP PROJECTS and SEMINAR/RESEARCH PAPERS.
Texts are available for purchase at the University of Waterloo bookstore.

**Course Requirements, Expectations, and Standards:**

**Assignments:**

*Assignment #1:*
TEAM PROJECT: 30% (with 15% for outline and class presentation and 15% for paper)
Students will be part of a TEAM PRESENTATION including the preparation of short OUTLINE. Students will subsequently submit a CRITICAL REVIEW 4-5 pages (12 font, 1.5 line spacing) of the literature/central debate on the same topic in Part I of the course. The TEAM PROJECT including the OUTLINE, PRESENTATION, and CRITICAL REVIEW should outline the major themes, strengths and weaknesses of the literature/debates under review. Students are encouraged to look beyond the course readings for critiques and book reviews that may assist them. An outline of the group presentation should be submitted via email to the class by 4 pm the day before the class it is to be presented. Although this is a team project in terms of the outline and presentation students can submit individual CRITICAL REVIEWS. The CRITICAL REVIEWS will be handed in a week after the PRESENTATION.

*Assignment #2:*
RESEARCH PAPER: 30% (with 10% for in class presentation and 20% for paper). DUE AS HARD COPY on December 7. Students will prepare one 10-12 pages RESEARCH PAPER for one class in Part II of the course. The RESEARCH PAPER is intended to move students from criticism about other peoples’ work (with arguments about a body of literature/debates) to giving students an opportunity to investigate specific issues related to IOs. The writing assignment has three components: a clear statement of and justification for your research question; an annotated bibliography of at least eight sources that you will use to ground your research; and the research paper itself, 8-12 pages in length (12 font, 1.5 line spacing)

PARTICIPATION: 20%. PARTICIPATION in this course will be expected to achieve a number of objectives: comprehend readings that discuss the theory, development, roles and functions that international organizations play in the world; Participate regularly in seminar discussions, where quality participation is more highly valued than quantity participation.

**Tests & Examinations:**

*Test #1:*
TEST: 20%. TEST questions will be handed out in the week of October 19 to be submitted on November 2. The TEST will be done as a take-home (with NO class on October 26) instead of an in-class test. Students will answer two questions, each worth 10%. 

Schedule:

Week 1– September 14: An Introduction to the course

- Surveying the contours and trajectories of International Organizations
- The shift to altered forms of multilateralism – but more plurilateral, self-selective, and informal
- A crisis of traditional multilateralism – in the context of the Global Financial Crisis?
- Connections (and disconnections) with diplomacy and global governance

Reading 1: Weiss and Wilkinson – Introduction and ch 2 (Murphy)

Reading 2: Kjell Engelbrekt, High-Table Diplomacy, Ch. 1

Reading 3: Cooper, ch 1 and 2.

Other Readings of interest as an introduction to IO

Hillman, “Saving Multilateralism”


<http://www.foreignpolicy.com/articles/2011/08/18/come_together?page=0,1>


Week 2– September 21

Big picture perspectives, provoking debate, organizing material

- Out of step with changes on the ground, with support for formal organizations based on legitimacy but with an efficiency gap filled in part by informal organizations
**Reading 1**: Weiss and Wilkinson – Ch 2 (Ku), ch 3 (Banett and Duvall), ch 4 (Held), ch 5 (Sell)

**Shifts in global summitry**


**Note**: Students will pick Critical Review and Research Paper topics. Up to 4 students in each team. Students will also pick the general theme of their Research Presentation/Paper with 3 students presenting per week.

**Week 3– September 28**

**Established/Rising Powers and IOs**

- Structure over Agency? Are formal or informal organizations the primary choice?

**Reading 1**: Weiss and Wilkinson – 20 (Knight) and 21 (Taylor)


**Reading 3**: Cooper, The BRICS, ch 3.

**The Rise (and Fall, and Rise again) of Middle Power diplomacy**


http://globalsummitry.org/cgi/viewcontent.cgi?article=1001&context=gsj

**Week 4– October 5**

**Note:** Team Projects start – with a critical focus on one of the embedded topics (more than one student can do one topic)

**Team Project 1:** Evaluating the Merits of leading conceptual contenders in examining IOs – how do they stack up against each other? What do they say about the formal/informal debate?

- Team members can either ‘take sides’ in this debate or highlight the attractions/flaws of both sides. Alternatively, students can focus on a particular reading/s.

**On the continued value and/or flaws of liberal internationalism in studying IOs**

**Reading 1:** Weiss and Wilkinson – 7 (Jönsson) and 8 (Forsythe)


**Reading 3:** Slaughter and Hale, in Alexandroff and Cooper, “Transgovernmental Networks and Emerging Powers,” pp. 48 – 62.


**A critical analysis of the continued value and/or flaws of Realism in studying IOs**

**Reading 1:** Weiss and Wilkinson – 6 (Charette and Sterling-Folker)
http://muse.jhu.edu.proxy.lib.uwaterloo.ca/journals/international_security/v019/19.3.mearsheimer.html

http://muse.jhu.edu.proxy.lib.uwaterloo.ca/journals/international_security/v020/20.1.keohane.html


A critical analysis of the continued value and/or flaws in constructivism/English School studying IOs

Reading 1: Weiss and Wilkinson – 10 (Bruce Hall)

<http://journals1.scholarsportal.info.proxy.lib.uwaterloo.ca/details-sfx.xqy?uri=/00208183/v52i0004/855_wmtwhtnatscc.xml>


<http://journals2.scholarsportal.info.proxy.lib.uwaterloo.ca/tmp/12048007356299171242.pdf>

A critical analysis of alternative conceptualizations of IOs

**Reading 1:** Weiss and Wilkinson – 9 (Tamm and Snidal), 11 (Cox), 12 (Cammack), and 13 Zwingel, Prugl, and Cagar).

*Added references can be located if this topic is chosen*

**Team project 2:** A critical analysis of the logic for formal and/or informal IOs. Team members can either ‘take sides’ in this debate or highlight the attractions/flaws of both sides. Alternatively, students can focus on a particular reading/s.


**Reading 5:** Felicity Vabulas and Duncan Snidal, “Organization without delegation: Informal intergovernmental organizations (IIGOs) and the spectrum of intergovernmental arrangements,” Review of International Organizations, 8, 2 2013 < http://link.springer.com/article/10.1007/s11558-012-9161-x>

**Week 5– October 12** (Because of the UW study break this class will be pushed back to October 19 unless another class is needed to accommodate team presentations).

**Week 6– October 19**
Team Project 3: Where does Multilateralism connect and disconnect with Global Governance? A critical analysis of the strength and/or weaknesses of either/both. Alternatively, students can focus on a particular reading/s.

Reading 1: Weiss and Wilkinson – 14 (Acharya)


OR: A Critical analysis of the strengths and weaknesses of Universal and/or Regional IOS? Does regionalism strengthen or weaken Universal IOs. Alternatively, students can focus on a particular reading/s.


Team Project 4: Evaluating the historical strengths and weaknesses of concerts of power. Were they a positive or negative form of governance? Alternatively, students can focus on a particular reading/s.

On concerts

Reading 1: Engelbrekt, High-Table Diplomacy, Ch 2.


Week 7– October 26 NO CLASS (time to complete take home test)

Week 8- November 2

Note: Student presentations start on the RESEARCH PAPERS. 3 students per week.

Topic 1: Moving from theory to practice –into new forms of informality. Lots of case studies. Backward and forward looking overviews – a return to concerts or a shift to networked diplomacy.

G20
**Reading 1:** Beeson and Bell, “The G-20 and International. Economic Governance: Hegemony, Collectivism, or Both?” Global Governance. 
<http://uwa.academia.edu/MarkBeeson/Papers/536999/G-20_and_International_Economic_Governance_Hegemony_Collectivism_or_Both>


**Reading 4:** BRICS, Cooper, chs 4, 7

**Informal to formal via the New Development Bank**

**Reading 1:** Cooper, BRICS, ch 5

**Reading 2:** Shanghai Cooperation Organization/New Silk Road

**Week 9- November 9**

**Topic 2:** How effective has the UN been in dealing with the ‘big’ issues – security, counter-terrorism, environment.

**Reading 1:** Engelbrekt, High-Table Diplomacy, ch 3, 4, 5

*See also:*

**Reading 1:** Weiss and Wilkinson – chs 15 (Gordenker), 16 (Peterson), 22 (Gregoratti), 30 (Williams and Bellamy), 49 (Harman), 50 (Koser)


Week 10 - November 16

Topic 3: Evaluating the role of IOs in the financial, trade or other examples in consultation with me

Reading 1: Weiss and Wilkinson – Chs 40 (Momani), 41 (Hockman), 42 (DeSombre), 44 (Strand).


Week 11– November 23 (I am away at a conference this week. If needed, we can schedule another class. Otherwise we will meet on November 30).

Week 12– November 30

**Topic 4**: Evaluation of possible trends in IOs from a non-state perspective

**Reading 1**: Weiss and Wilkinson – chs 22 (Gregoratti), 23 (Scholte), 24 (Haworth and Huges), 25 (Sinclair), 26 (McGann), 27 (Moran), 28 (Hofman), 29 (Madsen)

**Reading 2**: Cooper. The BRICS, 6


**Reading 6**: Moran, (2008). “The 800 pound gorilla': the Bill and Melinda Gates Foundation, the GAVI Alliance and philanthropy in international public policy”

<http://researchbank.swinburne.edu.au/vital/access/manager/Repository/swin:20048?f0=subject%3A%22Public-private+partnerships%22&query=philanthropy>


**OR**: Evaluation of specific regional or inter-regional projects (either November 16 or 26).

**Reading 1**: Weiss and Wilkinson – chs 14 (Acharya), 17 (Hertz), 18 (Rosamond), 43 (DeSombre)
a.) The Americas


<http://www.jstor.org/stable/20455002>

**Reading 4:** Roberts, “Rethinking the Summit of the Americas and Advancing Free Trade in Latin America.” (Backgrounder, The Heritage Foundation, August 8, 2008).

<http://www.globalcitizen.net/Data/Pages/1460/Papers/20090512123224705.pdf>

**Reading 5:** David Harris and Diego Azzi, “ALBA Venezuela’s answer to “free trade”: the Bolivarian alternative for the Americas.” Focus on Global South, Occassional Paper 3.

<http://www.focusweb.org/node/1087>

**Reading 6:** Bourne, “Backgrounder on ALBA, the Bolivarian Alliance for the People of Our America.” Center for Democracy in the Americas.


b.) Asia-Pacific

**Reading 1:** Acharya, “ASEAN at 40: Mid-Life Rejuvenation,” August 15, 2007.


**Reading 2:** Ravenhill. 2007 “From Poster Child to Orphan: The Rise and Demise of APEC.” UNISCI Discussion Papers, No. 13, January Universidad Compoutense de Madrid, Madrid, Espana. <http://www.isn.ethz.ch/isn/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=31720>


<http://spirit.sciencespobordeaux.fr/Cahiers%20de%20SPIRIT/Cahiers%20de%20SPIRIT_1_Acharya.pdf>


<http://muse.jhu.edu.proxy.lib.uwaterloo.ca/journals/contemporary_southeast_asia_a_journal_of_international_and_strategic_affairs/v030/30.2.simon.html>


<http://journals2.scholarsportal.info.proxy.lib.uwaterloo.ca/tmp/7418259928303706534.pdf>


**Note:** RESEARCH PAPERs to be handed in December 7.

**Late Policy:**

Late assignments will be subject to a penalty of 5 points out of a grade of 100 for the first five days (that is to say, until the Monday after the assignment is due), and 5 points per week after that unless an extension has been given on medical or compassionate grounds.