

**Senior Seminar in International Relations
(POL404)**

Professor Ş. İlgü Özler
Fall 2008

Office Hours: M, R 9:10:30 and W 3-4 or by appointment
Office: JFT 912
Course Time: W 4:30-7:10
Location: HUM 208

This is the capstone course for International Relations and Political Science Majors. Throughout the past four years you have been exposed to many different theories and questions asked by political scientists about international relations. In this senior seminar we will study international institutions, narrowly focusing on the role of international organizations in international politics. The literature on international institutions has been dominated by neo liberal and neo realist institutionalist as well as constructivist theories. The students will study and research about an area of international organizations that is commonly debated, such as: What is the role of intergovernmental organizations in international relations between states? Do they lead to more peaceful relations? What is the role of international organizations in influencing domestic politics of a state? Do they help democratization? Do they prompt development within a state or region? Are international organizations democratic themselves? When do they achieve their stated goals and when do they fail?

We will survey studies utilizing a variety of methodologies on issues such as peacekeeping, environmental treaties, trade and finance in order to explore these questions. The students will be actively participating in conducting class discussion, as this is a “senior seminar.” Students are expected to exchange ideas, bring in new material and share resources with each other to make the course work better.

Course Expectations:

Senior Seminar Research Paper

The goal of the senior seminar is for the students to produce their final paper that can demonstrate their ability in quality of writing and research in international politics. This semester students are expected to write their capstone paper on a topic related to international organizations. International organizations include a broad range of topics and students may choose from any of the topics connecting the international relations aspects to states and/or intergovernmental institutions. Students will come up with a question and a hypothesis on this related topic. While we will read examples of hypothesis driven papers to examine the types of questions IR scholars explored regarding international organizations, students should revise their notes from Scope and Methods on scientific method and hypothesis testing. Students are expected to produce a paper that utilizes “scientific political research” that “emphasizes empirical observation, objective measurement and systematic, careful analysis” (Etheridge 2002, 385) in order to succeed in the course.

This is a writing intensive course which means the students will be presenting their work to the instructor in stages and will get a chance to revise their work along the way as they get feed back from peers and the professor. **DO NOT FALL BEHIND!** The semester is very short to write a quality paper and it is important to keep up with the work through out the semester.

First stage of the project: Proposal (see handout) and annotated bibliography (see handout)
(Due: October 15)

Second Stage: Literature Review (Due: October 29)

Third Stage: Rough Draft (Due: November 19)

Fourth Stage: Final Paper (Due: December 10)

Readings available on BlackBoard

You must do all the readings for the week before coming to class. Additional readings that are not included in the syllabus may be assigned by the instructor.

Discussion Leaders and Response Papers:

Each week 3 students are expected to lead the discussion on that week's readings. Given that this is a seminar class, the students are expected to set up the main questions presented and lead a meaningful discussion on the readings.

Students leading the discussion are expected to write a 3-4 page response paper to that week's readings. These papers will be made available to the class along with questions posted by discussion leaders on Blackboard (Sunday evening before the class). These papers are expected to give a brief summary of the readings and an analysis of it (see handout for details).

Attendance and participation

More than one unexcused absence will result in a zero in participation.

More than two unexcused absences will result in course failure.

Students who come to class but do not participate actively will not be able to get a good grade for the course. 25% of the grade depends on in class activities.

Student participation is the core of this class. The students are expected to assign articles for their peers for reading. Failure to do this would disrupt the course flow and hurt all students in class. Similarly, students are expected to finish rough drafts of papers, make presentations and comment on each other's work. All deadlines are written below. Failure to show up and be prepared for presentation and failure to read and comment on the peer written or assigned work will not only disadvantage you but also your peers who are counting on your comments.

Late Work

Unless there is a valid excuse (to be determined by the professor), late work is not accepted. The flow of the course depends on student work to be completed on time. The final paper will be down graded one point every day that it is late, all other work MUST be handed in on time.

Grading

Attendance and Participation 15 %

Response Paper 10%

Discussion Leadership and in class presentations 10%

Proposal and Annotated Bibliography 15%

Literature Review 10%

Rough Draft/Final Paper 30%

Oral Presentation and defense of paper 10%

WARNING!!!

You are responsible for all of the policies explained in this syllabus. Ignorance of these policies is not an acceptable excuse for failing to meet the course requirements. You are encouraged to read over this syllabus very carefully and refer to it regularly throughout the course. On rare occasion, changes in policy which supersede the syllabus may be announced in class. You are responsible for knowing any updated policies regardless of whether you were in attendance when new policies were announced.

Note: It is the policy of SUNY New Paltz to provide reasonable accommodation for qualified individuals with disabilities. Students in need should contact the Disability Resource Center in room 205 of the Student Union Building or phone (845) 257-3020 for more information.

Note: Students should be aware of and adhere to all college academic integrity policies in regard to cheating, forgery, and plagiarism.

Note: If questions arise about class cancellations or delays due to snow or other conditions call 257-INFO.

Course Outline

August 27

Course expectations. What are international organizations? Starting your research: where do you begin?

Go over the 5 Handouts:

Guide to writing

Guide for the critical essay

Guide to reading

Guide to presenting

Guide to writing your proposal and annotated bibliography

Reading:

1) Zweifel, Thomas. *International Organizations and Democracy: Accountability, Politics and Power*. 2006, Boulder, Co: Lynne Rienner Chapter 2

2) Pevehouse, John, Timothy Nordstrom and Kevin Warnke. *International Governmental Organizations*.

September 3

Defining International Organizations: Theoretical Foundations

Readings:

1) Abbot and Snidal, Why states act through Formal International Organizations, *Journal of Conflict Resolution* Vol 42: 1 (Feb 1998) 3-32

2) Keohane, Robert, International Institutions: Two Approaches, *International Studies Quarterly* 1988 Vol 32, 379-396.

3) Krasner, Stephen, "Theories of Institutions and International Relations" in *Sovereignty: Organized Hypocrisy*. (Princeton, NJ: Princeton University Press, 1999), pp 43-72.

Discussion Leaders: 1)

2)

3)

September 10

Democracy and International Organizations: Do IOs instigate Democracy? Are IOs Democratic?

Readings:

- 1) Jon C. Pevehouse, "Democracy from the Outside-In? International Organizations and Democratization" *International Organization* 56, 3, Summer 2002, pp. 515-549
- 2) Andrew Moravcsik, "Is there a 'Democratic Deficit' in World Politics? A Framework for Analysis" *Government and Opposition*, 2004. 336-363.
- 3) Zweifel, Thomas. *International Organizations and Democracy: Accountability, Politics and Power*. 2006, Boulder, Co: Lynne Rienner. (Chapter 1)

Discussion Leaders: 1)

2)

3)

September 17

Do international organizations lead to more peaceful relations between states?

Reading:

- 1) Russett, Bruce, John Oneal and David Davis, The Third Leg of the Kantian Tripod for Peace: International organizations and Militarized Disputes, 1950-1985. *International Organization*, 52, 3 (Summer 1998, 441-467).
- 2) Zweifel, 2 chapters of your choice (between 3-9) and Chapter 10

Discussion Leaders: 1)

2)

3)

September 24

International organizations and change: Is there organizational learning? Do they help states reshape and converge in behavior? Or are IOs entrenched and dysfunctional?

- 1) Barnett, Michael and Martha Finnemore, "The Politics, Power and Pathologies of International Organizations." *International Organization* 53, 4 (Autumn 1999) pp 699-732.
- 2) David H. Bearce and Stacy Bondanella "Intergovernmental Organizations, Socialization, and Member-State Interest Convergence" *International Organization* 61, Fall 2007, pp. 703-33
- 3) Morje Howard, Lise. *UN Peacekeeping in Civil Wars*, Chapter 1. Cambridge University Press, 2008 pp 1-20.

Discussion Leaders: 1)

2)

3)

October 15 (Proposal due)

Other studies about International Organizations:

- 1) Roberts, Timmons, Bradley Parks, and Alexis Vasquez. 2004. "Who Ratifies Environmental Treaties and Why? Institutionalism, Structuralism and Participation by 192 Nations in 22 Treaties" *Global Environmental Politics* 4:3 22-64.
- 2) TBA
- 3) TBA

Discussion Leaders: 1)

2)

3)

Proposal and annotated bibliography due

Students are expected to choose at least one article that they found the most helpful in their annotated bibliography and make copies of the article available to 3 (or 4) other students in class. Students are expected to present the main points of the article, how the author goes about setting up and measuring their hypothesis and three other students who read the article will comment and critique the article presented.

October 22

Presentation of important work in your research area and discussants on the articles

7-8 students will present work (12 minutes of presentation for the article)

3 students will comment-critique the article (5 minutes comment time)

October 29

Presentation of important work in your research and discussants on the articles (Continued)

Literature Reviews Due

November 5

Review of SPSS if needed (TBD)

Preliminary Research Presentations:

The goal of these presentations is to find out where you are with your research, get feedback on your measurements and data sources share information with others to be able to move further in your research.

7 students presentation their topic, hypothesis and initial measures of dependent and independent variables.

Presentations should include (about 15 minutes):

- 1) What is your research question and hypothesis?
- 2) What types of research has been done on this topic and what are the findings so far?
- 3) How are you planning on setting up and studying your hypothesis given this body of work?
- 4) More specifically, what is your dependent variable and independent variables? How do you measure them?
- 5) Do you have any preliminary conclusions yet?

November 12

Research Presentations (continued):

8 Students present

November 19

Rough Draft of the paper due with preliminary analysis

Sing up for individual meetings with Prof Özler, in class discussion with your group when not meeting with Prof. Özler.

3:15 _____	5:15 _____	7:15 _____
3:30 _____	5:30 _____	7:30 _____
3:45 _____	5:45 _____	
4:00 _____	6:00 _____	
4:15 _____	6:15 _____	
4:30 _____	6:30 _____	
4:45 _____	6:45 _____	
5:00 _____	7:00 _____	

December 3

Panel presentations 2 panels with presenters and discussants on each panel. Themes and groups to be chosen based on topic.

December 10

Panel presentations 2 panels with presenters and discussants on each panel. Themes and groups to be chosen based on topic.

Final papers are due

Final Meetings:

Dec 17, 2:30-4:30 Oral final exam with Prof Özler