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**International Studies 702:  
International Institutions and Processes  
Fall 2002**

**Description.** This course serves as an overview at the graduate level to the theories, debates, and evidence pertaining to the international system. While it is quite impossible to “cover” this diverse field in a single semester, you should be able to acquire clearer understanding of the interrelationship between theory and the “real world” and sufficient background to support your subsequent work. The following are among the questions we will consider:

- What will be the major international issues in the beginning of the 21<sup>st</sup> century?
- Who are the significant international actors?
- What theories can help us make sense of the world?
- What are some important international institutions and how do they function?
- How have globalization and the backlash against it impacted international politics?
- How do countries make decisions about their foreign policies?
- Why is there peace? Why is there war? How do we define international security and how can it be promoted?

In addition to gaining specific knowledge about international politics, this course will also provide you with the opportunity to:

- develop problem-solving & analytical skills,
- improve your capacity to think independently,
- strengthen your proficiency in reading, listening, speaking, & writing,
- make choices about politically & ethically difficult situations.

**Method of instruction.** Class will meet Wednesday evenings (5:30 - 8:30) at the KU Edwards campus in Overland Park. While I will do some lecturing, the bulk of the class will involve joint consideration of the assigned readings; in addition, on a number of occasions we will analyze case studies that illuminate the general principles articulated in the readings. *The lectures and discussions will build on, rather than duplicate, the assigned articles, chapters, and cases, so it is important to be familiar with the written material before class.* When we are discussing a specific case, it is essential that you study that case thoroughly ahead of time and come prepared to present and defend your analysis.

**Readings.** The following items are available for purchase from the KU Edwards campus bookstore:

- Broad, Robin ed. *Global Backlash: Citizen Initiatives for a Just World Economy*. Boulder: Rowman & Littlefield, 2002.
- Mingst, Karen, and Jack Snyder, eds. *Essential Readings in World Politics*. New York: Norton, 2001.
- O’Brien, Robert, Anne Marie Goetz, Jan Aart Scholte, and Marc Williams. *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*. Cambridge: Cambridge University Press, 2000.

In addition, you will need to download a customized “casebook” from the Institute for the Study of Diplomacy at Georgetown University. To purchase the case book:

- Go to URL <http://www.guisd.org/>
- Select link “Custom Case Books”
- Select item cb 151: International institutions and processes
- Follow the instructions on the screen

In order to download the Case Book you will need Adobe Acrobat pdf format. If you do not have this software, it is available free on the Adobe site: [www.adobe.com](http://www.adobe.com). Select the link for “Get Reader Now.” If you have any problems, you should contact Charles Dolgas at [dolgasc@georgetown.edu](mailto:dolgasc@georgetown.edu) or call him toll free at 1-877-703-4660.

***Expectations and evaluation.*** I expect you to attend class regularly and to study the assigned readings carefully before the class for which they are listed. I will be doing the same. Much of the learning in this class will come from your own efforts in grappling with the material. As is inevitable with any survey course, there is a fair amount of reading. While we may not have time to discuss every selection in detail during class sessions, you are nonetheless responsible for the basic arguments presented in the assigned materials. *Please note:* Incompletes will not be given except in cases of documented medical emergency, bereavement, or other extraordinary circumstances. If you must miss class, please arrange to meet with me or discuss by email the material covered during the session that you missed. If you miss a class, you must write a one page reaction paper on that week's material.

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***Academic misconduct.*** Cheating and plagiarism in all their forms are serious matters and will be treated as such. The minimum penalty is a zero for the assignment; depending on the circumstances, cases of academic misconduct may also be prosecuted at the college-level and may result in an "F" in the course or expulsion from the program. If you have *any* questions about what constitutes academic misconduct, please talk with me.

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 Any student with a disability that prevents the fullest expression of her or his abilities should contact the staff of Services for Students with Disabilities (SSD), 135 Strong Hall, Lawrence campus, 785-864-2620 (v/tty) as soon as possible. The SSD office coordinates accommodations and services for KU courses. You should also speak with me privately so that we can discuss course requirements and determine the appropriate accommodation needed to ensure full participation.

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 Several types of activities will determine your grade in this class:

- **Class participation:** Since this seminar is build around discussions and the case method, its success ultimately depends on your level of preparation and willingness to participate in thoughtful, serious discussion that reflects mastery of the assigned material. Participation will account for 23% of your grade. A week before each case discussion, I will pass out a set of study questions. I urge you to answer these questions in writing as part of your class preparation. If I feel class participants are not sufficiently well prepared for case discussions, I reserve the right to require that everyone turn in answers to the questions.
- **Reflection papers:** On eight occasions during the semester (at least twice in the first four weeks) you are expected to turn in a brief analysis (1-2 typed single-spaced pages) of some aspect of the assigned readings. These are *not* summaries. Instead, the idea is to reflect on and evaluate the issues presented, point out intellectual puzzles that are raised, indicate key flaws in an author's analysis, propose a topic for class discussion, suggest a research strategy that could be used to investigate aspects of a theory presented, or in some other way illustrate your intellectual engagement with the material. Together, these short reflection papers will count for 32% of your grade. (If you choose to write more than eight papers, I will count only the top eight grades.)

- Essays: You will be asked to write two essays (5-6 double-spaced pages) in answer to a question handed out in class the previous week. Together these essays will count for 25% of your grade.
- Take-Home Case Analysis: You will be asked to analyze a new case study (one we have not already examined), integrating class discussions and readings from throughout the semester. This assignment will count for 20% of your grade.

## **THEORIES, ACTORS, AND CONCEPTS**

### **Week 1 [28 August]: Introduction**

- Assigned Readings      • Case: "The Melian Dialogue" (handed out in class)

### **Week 2 [4 September]: Theorizing about the world**

- Assigned Readings      • Broad, Introduction, 1.5, 1.8 (Weisbrot, Hemispheric Social Alliance)  
 • Mingst & Snyder, chapters 1 (Wilson), 2 (Morgenthau, Doyle, Frank, Walt, Tickner), and 3 (Waltz, Ruggie, Tickner)

### **Week 3 [11 September]: The international system**

- Assigned Readings      • Case 230: "The 'English' Patient: General Augusto Pinochet and International Law"  
 • Mingst & Snyder, chapter 4 (Bull, Morgenthau, Wohlforth, Huntington, *The Economist*)

### **Week 4 [18 September]: International economic institutions and the global economy — guest lecture by Catherine Weaver**

- Assigned Readings      • Broad, 2.4, 2.6 (Acheson, Church, UN General Assembly), 2.8 (Gélinas), and 5.6 (Jubilee South)  
 • Mingst & Karns, "The Evolution of the UN System and Development-Related Activities" (photocopy)  
 • Mingst & Snyder, chapters 4 (Wallerstein) and 8 (Gilpin, Kupur)

### **Week 5 [25 September]: Individuals and the construction of foreign policy**

- Assigned Readings      • Case 229: "Semantics or Substance? Showdown between the United States and the Palestine Liberation Organization" (*Parts A & B only*)  
 • Holsti, "Cognitive Dynamics and Images of the Enemy" (photocopy)  
 • Mingst & Snyder, chapter 6 (Hermann & Hagan, Jaquette)  
 • White, "Decision-Making Analysis" (photocopy)

## **GLOBALIZATION AND GLOBAL GOVERNANCE**

### **Week 6 [2 October]: The challenge of globalization**

- Assigned Readings      • Broad, 1.0 – 1.4, 1.6-1.7, 2.0, 2.2, 2.7 (Broad, Burtless, et al., Annan, Meltzer, Buchanon, International Forum on Globalization, Sweeney, Broad, Lappé & Collins, Taw-il)  
 • Mingst & Snyder, chapters 6 (*Foreign Policy*), 8 (Birdsall) and 12 (Held, et al., Friedman, UNDP)

**Week 7 [9 October]: Trade and development**

- Assigned Readings
- Case 236: “Sexploitation? Sex tourism in Cuba” (*Part A only*)
  - Broad, all of Part III

**Week 8 [16 October]: Fall break****Week 9 [23 October]: International economic institutions and global governance, I**

- Assigned Readings
- Mingst & Snyder, chapter 9 (Keck & Sikkink)
  - O’Brien, et al., chapters 1-3

**Week 10 [30 October]: Corporate codes of conduct**

- Assigned Readings
- Case 239: “Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question of Sweatshop Labor” (*Part A only*)
  - Broad, all of Part IV

**Week 11 [6 November]: International economic institutions and global governance, II**

- Assigned Readings
- O’Brien, et al., chapters 4-6

**SECURITY IN A TRANS-SOVEREIGN WORLD****Week 12 [13 November]: International security and the use of force – Phil Schrodt**

- Assigned Readings
- Mingst & Snyder, chapters 7 (von Clausewitz, Schelling, Jervis, Mueller, Doyle, Singh, Luttwak) and 11 (Kant, Layne)

**Week 13 [20 November]: Security, nationalism, and the state**

- Assigned Readings
- Case 231: “The 1996 Taiwan Strait Crisis: The United States & China at the Precipice of War”
  - Hermann, “The Concept of Crisis” (photocopy)
  - Mingst & Snyder, chapters 5 (*The Economist*, Slaughter, Herbst) and 10 (Rudolph & Rudolph)

**Week 14 [27 November]: Thanksgiving Break****Week 15 [4 December]: International law and international organizations –Mike Mosser**

- Assigned Readings
- Case 258: “Establishing an International Criminal Court: The Emergence of a New Global Authority?”
  - Mingst & Karns, “Peace and Security” (photocopy)
  - Mingst & Snyder, chapter 9 (*The Economist*, Glennon, Mearsheimer)

**Week 16 [11 December]: Humanitarian intervention**

- Assigned Readings
- Case 471: “Humanitarian Relief in the Midst of Conflict”
  - Weiss, “Armed Forces and Humanitarian Action” (photocopy)

## Cases in International Studies

*What is a "case"?* A case is a narrative account of an actual situation that looks either prospectively or retrospectively at critical junctures in international affairs: diplomatic negotiations on the eve of war and peace, crises in foreign policy decision-making, military actions with unintended consequences, politically complex trade disputes, global environmental dilemmas. Cases present information but not analysis; your task is to supply the latter, as well as to advocate a solution.

Studying cases may seem frustrating at first. Like the situations faced by real policy makers, information provided in the case may be ambiguous, complex, or incomplete. Generally a case has no single "correct" answer; there are only choices, some better, some worse, and all open for discussion and interpretation. Learning with cases involves your active participation. Unlike traditional lectures, where the material presented by the professor may find its way to your notebook with little conscious intervention on your part, case discussion demands your ideas and involvement. Rather than being a passive observer of the knowledge transmission process, cases require you to learn by actually doing the analysis and recommending action.

*How will your performance in discussions be evaluated?* In assessing your participation, I will be looking for:

- evidence of careful preparation;
- logical consistency, appropriateness to the discussion, originality, analytical sophistication, and use of relevant evidence in the arguments made;
- comments that are clear, concise, civil, and enthusiastic; and
- the extent to which your contribution(s) contribute(s) to the *process* of the discussion, such as building on the ideas of others, providing constructive criticism, asking productive questions, or indicating careful listening.

*I recognize that class discussion comes more easily for some people than for others. By temperament or habit, some of us are "talkers," others are "listeners." Learning to be both is an important goal of this course.* If you want to raise an issue that is completely different from the one the class is discussing, consider waiting until the class is ready to move on to another topic. Alternatively, if you feel that you need to interject your point — particularly if you believe the class is moving off onto a tangent — try to do so by linking your comments to those of others. Do not wait too long to get involved in the discussion. The longer you delay participating, the more difficult it is likely to seem. If necessary, I will call on you to bring you into the conversation. Do not hesitate to admit confusion, ask for clarification, or simply be wrong. Most of us do not like to do any of these, but bear in mind that by doing so you may help the group stay focused on the problem. If you are uncomfortable speaking in class, please come by and talk with me: there are some "tricks" that I can suggest that might help.

*Preparing for case discussions.* The more carefully you prepare for case discussions, the more intellectually useful, interesting, and fun you will find them. The following suggestions are based on the experience of other students and faculty who have used cases:

1. Form a study group. Preparing cases alone is not as productive (or as enjoyable) as doing it with other people. Not only do study groups help improve your own skills, you can also learn from other students' thought patterns and problem-solving styles. Use the study group to present your analysis to others, to practice articulating your ideas, to get feedback on both the ideas and presentation, to compare different views, and to redefine and rethink positions.
2. Read the case meticulously. Quickly look at the case by reading the introduction and conclusion and by skimming the rest of the contents. Review the placement of the case in the syllabus. What topics have just been discussed? What will come next? This will clue you in to some of the issues that the case is likely to raise. Read the entire case rapidly, without underlining or highlighting. Make a brief outline. Who is involved in the case? What problems do they face? What is their situation like? If the sequence of events is complicated, you might also want to create a chronology of critical incidents. Finally, re-read the case. Focus on the important information that was located during the skimming. Highlight, underline, or make margin notes to organize the details and record new thoughts or questions generated by reading.
3. Study the case. Reformulate the problem. What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are at stake? What are the alternatives? Answer the study questions, preferably in writing. Remember that often there is no single right or wrong answer to a question. Make thoughtful assumptions about the information that is *not* available in the case. If necessary, examine additional sources to clarify the case.