

Gov 360N: Global Governance Spring

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Course Overview:

This course examines the forces that shape global stability (and instability). Building on a basic framework outlining how and why actors interact in the international system, this course will explore how states design and agree to international agreements, what those agreements consist of, and how those agreements influence state behavior. The course will also expose students to studies of international law and organizations.

Course Structure and Policies:

1. **Readings:** The following book is required for this course and available from the University Coop Bookstore. All other readings will be made available electronically through Blackboard. Recommended readings are obviously not required but are a start for further reading for those of you interested in particular topics.
 - a. Jeffery Freiden, David Lake, and Ken Schultz. 2010. *World Politics*. Norton and Norton. (FLS)
2. **Communication:** I will normally post course announcements on blackboard, but you are responsible for any and all announcements made *during* the class period. It is a good idea to check with friends if you miss class. Otherwise, contact me if you have questions or concerns.
3. **Deadlines and Exams:** *Absolutely no late assignments will be accepted or alternate exam arrangements made, with the exception of an illness, a university-approved function, or death in the immediate family that clearly interferes with your ability to finish the assignment on time.* Documentation is required for each of the above and you are required to inform me before the deadline or scheduled exam time. Acceptable documentation for illness must come from health services or a doctor and demonstrate that you are physically unable to attend exam or complete an assignment. Failure to notify me will result in a zero for the assignment or exam.

4. Class conduct:

- a. *Technology: Laptop computers and cell phones are prohibited. If you are seen with one you will be asked once to put it away; you will be asked to leave class upon subsequent occurrences.* Please silence and put away all electronic devices prior to the start of class. If you are seen with a cell phone or other electronic device during a quiz or exam, you will automatically receive a zero. *If you require a device for disability purposes please see me and provide documentation from the Services for Students with Disabilities (SSD) office (<http://www.utexas.edu/diversity/ddce/ssd/> 512-471-6259)*
- b. *Punctuality:* Please be on time to class. It is inconsiderate to your classmates and disruptive to the classroom environment to arrive after class has begun.

Assignments and Grading

Your grade will be composed of the following:

- 25% participation and “expert discussion leading”
- 25% 3-5 page essay
- 25% midterm exam
- 25% final exam

Grade Scale:

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|------------------|---|
| 90.000 and above | A |
| 80.000 – 89.999 | B |
| 70.000 – 79.999 | C |
| 60.000 – 69.999 | D |
| 59.999 and below | F |

Participation and expert discussion leading: The course will be part lecture, part participatory discussion. You will be individually responsible for one supplementary reading during the semester. During the week we cover that reading you will be one of the class “experts,” responsible for stimulating some discussion about the article. As part of this assignment, you will prepare a 1-2 page response paper about the article that summarizes the core argument and provides a brief reaction to the piece and circulate three questions about the topic on blackboard by 10 pm the night prior to the class. The assignment week will be decided randomly and distributed during the first week of class.

3-5 page essay: You will complete one 3-5 page analytical thought essay this semester. It is due **in class, Thursday April 14**. Please bring a stapled, hard copy to class. Please use 12-point font, default margins, double spacing, and no title page (simply name and date in upper left-hand corner and a brief title). The paper topic will be handed out at least

two weeks prior to the due date. These essays will be self-contained, requiring no research outside of what we've covered in class. It will require you to answer a question or series of questions in a concise, systematic and well-organized way. You should state a clear answer to the question(s) and synthesize various arguments for and against your answer, drawing explicitly on readings and class lectures. You will be evaluated on clarity, substance, overall organization, grammar and style.

The writing center may be a useful resource as you craft your paper. My recommendation is to compose a draft early and take it to the writing center located in Flawn Academic Center 211 (phone: 512-471-6222). I will not read and comment on drafts but I will answer questions regarding assignments.

A note on citation style and plagiarism: You should directly cite when you state arguments that are not your own or provide evidence that is not common knowledge. When in doubt, cite or ask me. Citations can also be used to direct your reader to the scholarly articles(s) you're referring to when you make a claim or argument. Direct quotations should also include a page number. Please use in-text citations of the form (author year, page number), although page numbers are not necessary unless you use a direct quote or very close paraphrase. Please provide a list of sources (following the style of the syllabus reading list), at the end of your paper.

Paper grade guidelines:

- A An A paper will have a clear and concise organization in which the introductory paragraph(s) signals what the paper will cover and in what order. The prose will be concise; eliminate unnecessary language. The organization of the paper should flow logically and clearly answer the questions posed. In addition, an A paper will draw accurate connections across the concepts involved and provide an excellent synthesis and analysis. An A paper will contain no or very few spelling or grammatical mistakes.
- B A B paper will have a clear and concise organization in which the introductory paragraph(s) signals what the paper will cover and in what order. The prose will be concise and most of the relevant concepts will be covered in an accurate manner. The analysis should flow logically from the discussion of the concepts involved and there should be some synthesis or original analysis. The paper should have few spelling or grammatical mistakes.
- C A C paper will provide an introductory paragraph that signals what the paper will cover and in what order. The body should cover most of the relevant concepts but will not necessarily do so accurately. The paper may have moderate grammatical and spelling mistakes. Minimal synthesis or original analysis involved.
- D A D paper provides no clear organization and only covers some of the relevant concepts. Substantial grammatical or spelling mistakes. The text does not demonstrate a clear understanding of the concepts involved.

F An F paper demonstrates no understanding of the concepts and does not follow a clear organization. Many grammatical and spelling mistakes. No clear synthesis or answer to the question.

Exams: There will be two in class exams designed to assess your knowledge of material covered in class. The midterm **February 24** will cover material presented in the first half of the class, and the final **May 5** will cover *primarily* material presented in the second half of the class, although it may be useful to draw on materials from the first half for some questions. These exams will be closed note, closed book, and you are not required to cite materials, although you may find it useful.

Add/drop and incompletes: Refer to the university catalog at <http://www.utexas.edu/student/registrar/catalogs/gi06-07/ch4/ch4f.html#Adding.and.Dropping.Courses> and <http://www.utexas.edu/student/registrar/catalogs/gi06-07/ch4/ch4d.html#Grades>

Academic Misconduct: All violations of university academic conduct guidelines, including plagiarism, will be referred to the dean of students office and will result in a zero on the assignment or exam in question. Plagiarism is the use of others' ideas or work without credit and/or presenting derivative work as one's own. This includes, but is not limited to, cutting and pasting from someone else's work or an internet source, failing to identify exact quotes, failing to cite a source for information that is only available from that source, failing to cite a source for an idea or argument you borrowed from that source, and turning in work that is not your own.

University Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness and respect towards peers and community.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

Notice regarding accommodations for religious holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy: In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of

Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Course Calendar

1. Introduction January 18 and 20

Preface and Chapter 1 in FLS.

2. A Framework for Understanding World Politics and Global Governance January 25

Chapter 2 in FLS

****No class session on January 27**

3. Bargaining and War February 1 and 3

Chapter 3 in FLS

Dan Reiter, Exploring the Bargaining Model of War, *Perspectives on Politics* 1, 1 (2003): pp.27-47.

John Mearsheimer and Stephen Walt, "An Unnecessary War," *Foreign Policy* (January/February 2003): pp.50-59.

Optional:

Chapter 4 in FLS

James Fearon, 1995, "Rationalist Explanations for War." *International Organization* 49(3): 379-414.

4. Multilateral Institutions and International Security February 8 and 10

Chapter 5 in FLS

Erik Voeten. 2005. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force." *International Organization* 59(3): 527-557.

Michael Glennon. 2003. "Why the Security Council Failed." *Foreign Affairs* 82(3): 16-35.

Optional:

Alex Thompson, 2006, "Coercion through IOs: The Security Council and the Logic of Information Transmission." *International Organization* 60(1): 1-34.

5. Institutional Solutions to Collective Action Problems and Patterns of Compliance

February 15 and 17

Chayes and Chayes. 1993. "On Compliance" *International Organization* 47(2): 175-205.

Downes, Rocke, and Barsoom. 1996. "Is the Good News About Compliance Good News about Cooperation?" *International Organization* 50(3): 379-406.

Optional:

Lisa Martin and Beth Simmons. 1998. "Theories and Empirical Studies of International Organizations." *International Organization* 52(4): 729-757.

6. Review and Midterm February 22 and 24

7. *International Trade and the GATT/WTO* March 1 and 3

Chapter 6 in FLS

Douglas A. Irwin. 1995. "The GATT in Historical Perspective." *The American Economic Review* 85(2): 323-328

Judith Goldstein, Douglas Rivers, and Michael Tomz. 2007. "Institutions in World Trade: Understanding the Effects of the GATT/WTO on World Trade." *International Organization* 61(1): 37-67.

"When Partners Attack." *The Economist* 13 February 2010.

8. *International Finance and IFIs* March 8 and 10

Chapters 7 in FLS

Randall W. Stone. 2008. "The Scope of IMF Conditionality." *International Organization* 62(4): 589-620.

"A Good war, the IMF assessed." *The Economist* 9 September 2009.

Recommended:

Randy Stone. 2004. "The Political Economy of Lending in Africa." *American Political Science Review* 98(4): 577-591.

Spring break March 14-18

9. *International Monetary Relations and IFIs* March 22 and 24

Chapter 8 in FLS

Beth Simmons. 2000. "The Legalization of International Monetary Affairs." *International Organization* 54(3): 573-602.

"Over to you, China; China, America, and the Yuan." *The Economist* 10 April 2010.

“The long march: the yuan and global imbalances.” *The Economist* 26 June 2010.

List of paper topics handed out in class on March 24

10. Economic Development and the Multinational Community March 29 and 31

Chapter 9 in FLS

Thad Dunning. 2004. “Conditioning the Effects of Aid: Cold War Politics, Donor Credibility, and Democracy in Africa.” *International Organization* 58(2): 409-423.

Daron Acemoglu, Simon Johnson, and James A. Robinson. 2003. “An African Success Story: Botswana.” In Dani Rodrik ed. *In Search of Prosperity: Analytic Narratives on Economic Growth*.

Recommended:

David Bearce and Daniel Tirone. 2010. “Foreign Aid Effectiveness and the Strategic Goals of Donor Governments.” *Journal of Politics* 72(3): 837-851.

Nancy Birdsall, Dani Rodrik, and Arvind Subramanian. 2005. “How to Help Poor Countries.” *Foreign Affairs* 84(4): 136-152.

Jeffery Sachs. 2005. “The Development Challenge.” *Foreign Affairs* 84(2): 78-90.

William Easterly. 2003. “Can Foreign Aid Buy Growth?” *Journal of Economic Perspectives* 17(3): 23-48.

11. Human Rights and International Institutions April 5 and 7

Chapter 11 in FLS

Emilie Hafner-Burton, “Trading Human Rights: How Preferential Trade Agreements Influence Government Repression,” *International Organization* 59, no. 3 (2005): pp. 593-629.

“Turkey’s long haul.” *The Economist* 15 January 2000.

12. The International Criminal Court April 12 and 14

Schabas, William. 2007. “Chapter 1: the Creation of the Court” and “Chapter 2: The Court Becomes Operational” in *An Introduction to the International Criminal Court*. Cambridge University Press.

Beth A. Simmons and Allison Danner. 2010. “Credible Commitments and the International Criminal Court.” *International Organization* 64(2): 225-256.

“Why Africa still needs it; the International Criminal Court.” *The Economist* 4 June 2010.

Recommended:

Michael Gillgan. 2006. “Is Enforcement Necessary for Effectiveness? A Model of the International Criminal Regime.” *International Organization* 60(4): 935-967.

*****Paper due in class April 14**

13. *The Environment and Collective Action* April 19 and 21

Chapter 12 in FLS

Jana Von Stein. 2008. “The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol.” *Journal of Conflict Resolution* 52(2): 243-268.

“Getting Warmer.” *The Economist* 5 December 2009.

Recommended:

Alexander Thompson. 2006. “Management Under Anarchy: the International Politics of Climate Change.” *Climatic Change* 78(1): 7-29.

14. *The Future of Global Governance* April 26 and 28

Chapter 13 in FLS

15. Review and Final Exam May 3 and 5