

Stockholm University
Department of Political Science
Masters Program, IR specialization
Fall Term 2008

Rules, Norms and Institutions in World Politics

SV7030 (7,5 credits)

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Aim of the Course

This course explores the origin and influence of norms, rules, and institutions in world politics. It provides an introduction to contending theories in the study of international cooperation, and explains how these theories generate alternative interpretations of the relationship between power, efficiency, and legitimacy in global governance. The course problematizes the relationship between states, international institutions, and non-governmental organizations, as well as the interface between law and politics. Thematically, the course addresses governance in the areas of trade, development, production, security, human rights, the environment, and regional integration.

After the conclusion of the course, students should be able to:

- apply and criticize the main contending theories in the study of international cooperation.
- understand and describe the post world war development of growing institutionalization in world politics.
- analyze the effects of rules, norms, and institutions on the behaviour of state and non-state actors in world politics.

Organization of the Course

The course is based on the philosophy that active participation, oral as well as written, favors the development of a profound understanding of IR theory. For this purpose, the course is organized as a series of seminars, involving student presentations, class discussions, and a concluding course paper.

Seminars: The course offers six thematic seminars, as well as a concluding paper seminar. The purpose of the seminars is to stimulate learning through active and constructive discussion, on the basis of the course literature and student presentations. Each seminar will consist of three parts: (a) student presentation; (b) discussion; and (c) summary and guidelines for the next seminar. Students should prepare for the seminars by reading the assigned course literature and by writing a one-page reflection on one aspect of the seminar theme that is particularly intriguing or worthy of criticism. This text should be sent to Jonas no later than 08.00 the day of the seminar. The seminars are compulsory, and absence from a seminar should be compensated for by a two-page synthesis of the assigned literature, to be handed in before the end of the course.

Seminar presentations: The purpose of the presentations is to introduce the seminar topic for general discussion. The presentations will be conducted by students individually or in groups of two, each student contributing to one presentation. At the introduction, students will be given the opportunity to select a seminar for presentation. Since it is assumed that all students have read the course literature, the presentation should focus on a select theme or issue that the group considers to be of particular analytical importance. The presentation should be approximately 20 minutes in length. The student(s) presenting shall bring to the seminar a two-page summary of the main points in the presentation for distribution to all participants, as well as prepare a set of questions for debate during the general discussion.

Course paper: The course is concluded through a paper. The paper shall be approximately 10 pages in length (Times New Roman 12, space 1.5) and address one of the course themes in

depth. The paper should critically apply one or several of the theories in the course to one or several empirical cases. The papers should be e-mailed to Jonas and the entire group no later than January 15 at 12.00. The concluding seminar on January 16 will be devoted to a joint discussion of the papers, as well as an evaluation of the course. Each student will be asked to prepare comments on the papers of two other students.

When writing the papers and preparing comments on the work of others, students should pay special attention to the following criteria, which also guide the assessment of the papers:

- *Clarity of questions and argument.* Papers should be based on explicit and well-defined questions, and contain easily discernable answers and arguments.
- *Originality and independence.* Students should strive to present an innovative angle on the issue they have chosen to address, and to engage in independent, analytical discussions.
- *Use of theory.* Papers should be guided by theories, concepts and ideas that are presented in the course literature. The text should contain explicit references to the course literature.
- *Empirical knowledge.* The arguments should be illustrated by a convincing use of relevant empirical facts, even if there is no requirement that students should work with primary sources or gather comprehensive empirical material.
- *Readability and presentation.* The text should be well written and easy to follow. References and quotations should be properly presented.

Schedule

December 9, 14.00-15.00	F702	Introduction
December 12, 10.00-12.00	F702	Theoretical approaches to international institutions
December 15, 13.00-15.00	F702	The establishment of international cooperation
December 17, 13.00-15.00	F702	The design of international institutions
December 19, 13.00-15.00	F702	The effectiveness of international institutions
January 7, 13.00-15.00	F702	International Institutions and Transnational Actors
January 9, 13.00-15.00	F702	The legitimacy of international institutions
January 16, 13.00-15.00	F702	Paper discussion, course evaluation

Examination

The examination is based on continuous assessment, where each of the three main learning activities in the course contributes to the final grade. In the overall assessment, the paper carries relatively more weight than seminar participation and the oral presentation. For the grading, the course will employ a scale of seven steps, where A, B, C, D and E signify multiple degrees of pass, and F and Fx signify two degrees of fail. The grading criteria will be distributed at the beginning of the course. Papers that are submitted after the deadline can at best receive the grade D. Special time arrangements apply to handicapped students. Students who have failed the course twice have the right to request another examiner. This request should be addressed to the organ that has appointed the examiner. A student who has received a pass may not take the course again, for purposes of obtaining a higher grade.

A	<ul style="list-style-type: none"> • Very active and relevant participation in all six seminars (or compensatory assignments). • Preparation and delivery of an excellent oral seminar presentation. • Presentation of a course paper that departs from a well-formulated research question, offers a particularly innovative theoretical and/or empirical approach, demonstrates an excellent understanding of theories and concepts in the course, provides an incisive analysis of relevant empirical developments, and contains perfect notes and references.
B	<ul style="list-style-type: none"> • Very active and relevant participation in all six seminars (or compensatory assignments). • Preparation and delivery of a very good oral seminar presentation. • Presentation of a course paper that departs from a well-formulated research question, offers an innovative theoretical and/or empirical approach, demonstrates an excellent understanding of theories and concepts in the course, provides a good analysis of relevant empirical developments, and perfect notes and references.
C	<ul style="list-style-type: none"> • Active and relevant participation in all six seminars (or compensatory assignments). • Preparation and delivery of a good oral seminar presentation. • Presentation of a course paper that departs from a well-defined research question, demonstrates a good understanding of theories and concepts in the course, analyzes relevant empirical developments, and contains adequate notes and references.
D	<ul style="list-style-type: none"> • Active participation in all six seminars (or compensatory assignments). • Preparation and delivery of an oral seminar presentation. • Presentation of a course paper that departs from an identified research question, relates to theories and concepts in the course, describes relevant empirical developments, and contains notes and references with limited problems.
E	<ul style="list-style-type: none"> • Participation in all six seminars (or compensatory assignments). • Preparation and delivery of an oral seminar presentation. • Presentation of a course paper that departs from an identified research question, relates weakly to theories and concepts in the course, describes mostly relevant empirical developments, and contains notes and references with limited problems.
Fx	<ul style="list-style-type: none"> • Participation in all six seminars (or compensatory assignments). • Preparation and delivery of an oral seminar presentation. • Presentation of a course paper, but this paper must be further developed in order to reach the level of pass.
F	<p>The student has failed to complete one or several of the course requirements within the time frame of the course: seminar participation (or compensatory assignments), oral presentation, and paper at the level of pass.</p>

Seminars

Theoretical Approaches to International Institutions

- Beth A. Simmons and Lisa L. Martin (2002) International Organizations and Institutions. In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse and Beth A. Simmons, pp. 192-211. London: Sage.
- Robert O. Keohane (1984) *After Hegemony*, ch. 6. Princeton: Princeton University Press.
- John J. Mearsheimer (1994/1995) The False Promise of International Institutions. *International Security* 19 (3): 5-49.
- Martha Finnemore and Kathryn Sikkink (1998) International Norm Dynamics and Political Change. *International Organization* 52 (4): 887-918.

The Establishment of International Cooperation

- Robert Axelrod and Robert O. Keohane (1986) Achieving Cooperation under Anarchy: Strategies and Institutions. In *Cooperation under Anarchy*, edited by Kenneth A. Oye, pp. 226-254. Princeton: Princeton University Press.
- Stephen D. Krasner (1991) Global Communications and National Power: Life on the Pareto Frontier. *World Politics* 43: 336-56.
- John Gerard Ruggie (1982) International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order. *International Organization* 36 (2): 379-415.
- Oran R. Young (1991) Political Leadership and Regime Formation: On the Development of Institutions in International Society. *International Organization* 43 (3): 281-308.

The Design of International Institutions

- Darren G. Hawkins et al. (2006) *Delegation and Agency in International Organizations*, ch. 1. Cambridge: Cambridge University Press.
- Andrew Moravcsik (2000) The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe. *International Organization* 54 (2): 217-252.
- Lloyd Gruber (2000) *Ruling the World: Power Politics and the Rise of Supranational Institutions*, ch. 1. Princeton: Princeton University Press.
- Alexander Wendt (2001) Driving with the Rearview Mirror: On the Rational Science of Institutional Design. *International Organization* 55 (4): 1019-1049.

The Effectiveness of International Institutions

- Oran R. Young (1999) *Governance in World Affairs*, ch. 5. Ithaca: Cornell University Press.
- Abram Chayes and Antonia Handler Chayes (1995) *The New Sovereignty: Compliance with International Regulatory Treaties*, ch. 1. Cambridge: Harvard University Press.
- George W. Downs, David M. Roocke, and Peter N. Barsoom (1996) Is the Good News about Compliance Good News about Cooperation? *International Organization* 50 (3): 379-406.
- Jeffrey T. Checkel (2001) Why Comply? Social Learning and European Identity Change. *International Organization* 55 (3): 553-588.

International Institutions and Transnational Actors

- Thomas Risse (2002) Transnational Actors and World Politics. In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse and Beth A. Simmons, pp. 255-274. London: Sage.
- Margaret Keck and Kathryn Sikkink (1998) *Activists beyond Borders: Advocacy Networks in International Politics*, ch. 1. Ithaca: Cornell University Press.
- Robert O'Brien, Anne Marie Goetz, Jan Aart Scholte and Marc Williams (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, ch. 1. Cambridge: Cambridge University Press.
- Raustiala, Kal (1997) States, NGOs, and International Environmental Institutions. *International Studies Quarterly* 41 (4): 719-740.

The Legitimacy of International Institutions

- Michael Zürn (2000) Democratic Governance Beyond the Nation-State: The EU and Other International Institutions. *European Journal of International Relations* 6 (2): 183-221.
- Jan Aart Scholte (2004) Civil Society and Democratically Accountable Global Governance. *Government and Opposition* 39 (2): 211-233. London: Blackwell.
- Robert A. Dahl (1999) Can International Organizations Be Democratic? A Skeptic's View. In *Democracy's Edges*, edited by Ian Shapiro and Casiano Hacker-Cordón. Cambridge: Cambridge University Press.
- Andrew Moravcsik (2004) Is There a "Democratic Deficit" in World Politics? A Framework for Analysis. *Government and Opposition* 39 (2): 336-363.