INR4502: International Organization

UCF School of Politics, Security, and International Affairs,
College of Sciences (SPSIA)
3 Credit Hours

Course Syllabus

Instructor: Tad Schnaufer	Email: tad.schnaufer@ucf.edu
Office Location: HPH 315	Office Hours: Mon 4-5:30 PM; Appt/Zoom
Class Location: CB1 309	Class Meeting Time: Mon 6-8:50PM

"The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function." F. Scott Fitzgerald

I. Course Description

This is an undergraduate course intended to introduce students to the wide range of international institutions. The course conducts a survey of the international organizations (IO) in reference to their influence, structure, and challenges while highlighting how the workings of IOs embody and promote cooperation between states.

The course will first define and explore the importance of IOs. It will cover the complex history of state cooperation in IOs while examining the theories that seek to explain this behavior.

The course will follow roughly the chronological development of IOs from the Congress of Vienna in 1815 through the present. Along the way, familiar IOs will have the focus, such as the UN, WHO, WTO, IMF. Lesser known IOs such as the Central Commission for the Navigation of the Rhine and the International Labor Organization will have a place in the course as well. Furthermore, regional organizations have many of the qualities of the IOs and will be discussed including organization like NATO, the EU, and OAS. Lastly and briefly, we will look the impact and workings of International Non-Government Organizations (INGOs) such as the Red Cross.

This course will include student debates and many other learning excises that places students in simulated IO scenarios. The course aims to broaden a student's knowledge, but more importantly their ability to apply and convey knowledge in a constructive manner.

"Knowledge alone is not power. The effective application of knowledge generates power."
-Instructor

Learning Objectives

The learning objectives of this course comprise not just of the understanding and application of international organization theories and practical process, but also of the following:

- The ability to debate and defend a point of view
- The ability to conduct research
- Professional correspondence
- Public speaking
- Effective and persuasive writing
- Effective study habits

Enrollment Requirements

Prerequisite(s): ENC 1102 or POS 2041

II. Requirements & Assignments

Requirements

Students are expected to show up to class on time and ready to learn and contribute at 6PM. This class is only once a week; hence, attendance and participation are critical for making this course a successful learning experience.

Respect each other and everyone's opinion. During debates, do not lose your cool or use profanity. Listen and learn and maintain decorum.

Masks are required for wear while in class because of COVID19 response measures. We can also expect changes throughout the semester because of COVID19. Students should remain flexible and the instructor will provide guidance as needed.

Assignments

- Mandatory First Week Academic Activity

Students' academic activity at the beginning of each course has to be documented. Please answer the ungraded question titled "Academic Engagement" at Assignments of webcourses@UCF. This will be part of the participation grade.

<u>Course Assignments and Percentage of Grade</u>
A. International Organization Presentation (5%)
B. Debate Participation and Write Up (20%)
C. Current Event Participation (5%)
D. Discussion Participation/ Warm Up Quiz (10%)

E. Mid and Final Exams (20% Each)
F. Course Paper (20%)

All written assignments need to be submitted electronically as a WORD document via webcourses@UCF by 11:59 pm on due dates.

A. International Organization Presentation
Each Student will make a 3-minute presentation on an IO of their choice, albeit one not already selected by another student in the class. Three of these presentations will take place each class starting with our third class on September 21, 2020. The format for these presentations will be available on webcourses.

B. Debate Participation and Write Up
Students will participate in one scheduled debate throughout the course. These will range in topics surrounding IOs and their challenges. Students will debate each other, those students not debating will have a time to ask questions and then vote on the more persuasive argument. These debates will be structured in the Oxford-style format. For examples look at you tube videos of IntelligenceSquared Debates (One example is "Russia is a Marginal Power Debate" - https://www.youtube.com/watch?v=zy2YnAYn08Q)

More about the Oxford-style debate format will be discussed in class.

In addition, students debating will turn in a 500-word summary of their argument and facts for the debate the night prior to the class they will debate in. Students not debating will write a minimum of 200-word response of how they thought the debate went and how they would have approached the issue. This will be on the discussion board in webcourses.

C. Current Event Participation
Every class we will spend about 10 minutes discussing the major events of the last week relating to international organizations. For this portion of the course, students will write down at least one IO news event from the week prior on a paper for turn in. Students will be called on at random to bring up an IO current event from the last week after the paper turn in. This implies that students need to stay updated on the current IO events.

D. Participation/ Warm Up Quiz
Students need to remained engaged in the course and class. This means answering questions from the instructor in a thoughtful fact-based manner and, more importantly, asking questions of the instructor throughout the class.

Each class will begin will a warm quiz related to the readings and IOs in general. This is graded for completion not correctness.

E. Mid-Term and Final Exams
Both exams will have a similar format. A mix of multiple choice, short answer, diagram/map, and written argument sections. They will cover the material covered in the class to that point. This means the final is a cumulative test.

F. Course Paper
Students will submit their topics and research question early in the course. This paper will look to answer a pressing challenge facing an IO or IOs in general. Minimum of 3,500 words will be the requirement for this paper. (For example, a topic might attempt to solve the issue of the UN security council only having five permanent members with veto powers). Note this paper can be based more on a policy solution not just answering a hypothesis. Proper citation of sources will be a critical part of this assignment. More details will be discussed in class.

Class Calendar

Assignment/ Event	***Date***
First Week Academic Activity	August 28
Labor Day – No Class	September 7
IO Presentations	Start September 21
Mid-Term	October 12
Debate 1: UN Security Council Motion	October 26
Debate 2: NATO in the 21st Century	November 6
Debate 3: IMF/ Word Bank	November 23
Final Paper	December 4
Final Exam	December 7

Grade and Make-Up Policy
Make-ups are given only if students are able to provide proper documentation. The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

If a student has to miss a class, let the instructor know as far in advance as possible via email.

Make-up Exams and Assignments
The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

If a student has to miss a class, let the instructor know as far in advance as possible via email.

Attendance/Participation
Attendance Policy: According to University of Central Florida catalog, class attendance is expected; failure to attend classes regularly may result in poor course performance.

Course Materials and Resources
Books --

1) Hurd, I. (2017). *International Organizations: Politics, Law, Practice (3rd Edition)*. Cambridge University Press.

2) Reinalda, B. (2009). *Routledge history of international organizations: from 1815 to the present day*. Routledge. (Used Price around $55.00. Also, available online from the UCF Library for free)

III. Course Schedule Week by Week

Week I (August 24): Course Introduction: What are International Organizations
Introduction, Course Expectations, Time Management, researching resources, Study Habits Review, how to read a Book Chapter, How to Read an academic Article, and the value of Conferences, and email formatting

Academic Engagement Question due August 28th

Objectives for the Lesson (What you should leave the lesson with):

- Understanding of the Syllabus and Course Expectations
- Tips on Time Management and studying
- Available Research Resources

Questions of the Week:

1. What is an International Organization?
2. Do International Organizations Influence our daily lives

Required Readings for this Lesson:

1. None, but do get the books for class

Week II (August 31): The Formation International Organizations and their Roles?
Theories about International Relations and International Institutions

Objectives for the Lesson:

- Defining IOs and examples throughout history
- Outlining the purpose and influence of IOs
- How IOs look on a map

Questions of the Week:

1. What themes seem to play out in the creation of IOs?

Required Readings for this Lesson:

- Hurd pages 1-40
- Reinalda pages 1-27

Week III (September 7): No Class – Labor Day
Email instructor Paper Topic with three sources

Required Readings for this Lesson:

- Catch up on readings if needed
- Get head on readings for Week IV
- Think of debates and paper topics
- Keohane, R. O. (1982). The demand for international regimes. International organization, 325-355.

Week IV (September 14): International Organization Theories and Influence
Theories about International Relations and International Institutions (Realism v. Liberalism)

Objectives for the Lesson:

- Understand and have the ability to apply IR theories in relation to IOs
- Understand the range of influence of IOs

Questions of the Week:

1. Do IOs only have influence over small powers?
2. Does the UN have power over the US? Russia? China?
3. If IOs have power over states, in what forms does that power manifest itself?

Required Readings for this Lesson:

- Mearsheimer, J. J. (1990). Back to the future: Instability in Europe after the Cold War. *International security*, *15*(1), 5-56.
- Hoffmann, S., Keohane, R. O., & Mearsheimer, J. J. (1990). Back to the Future, Part II: International Relations Theory and Post-Cold War Europe. *International Security*, *15*(2), 191-199.

- Keohane, R. O. (1982). The demand for international regimes. International organization, 325-355.

Week V (September 21): History and Influence of International Organizations through World War II

Presentations on IOs by Students Start (3 Minutes each)

Objectives for the Lesson:

- Comprehend the development of IOs over the 1800s into the mid-1900s
- Recognize the role of Non-governmental IOs (Red Cross, etc.)

Questions of the Week:

1. Where have non-governmental IOs made a difference?
2. How did state cooperation change from 1815 to 1945?
3. What are some interesting IOs you learned about?

Required Readings for this Lesson:

- Reinalda pages 37-106

Week VI (September 28): History and Influence of International Organizations through World War II (Part II)

Email instructor Paper Topic with three sources

Objectives for the Lesson:

- Comprehend the development of IOs over the 1800s into the mid-1900s
- Recognize the role of Non-governmental IOs (Red Cross, etc.)

Questions of the Week:

1. Where have non-governmental IOs made a difference?
2. How did state cooperation change from 1815 to 1945?
3. Did IOs matter? Does it seem they matter today?

Required Readings for this Lesson:

- Reinalda pages 107-135; 177-220

Week VII (October 5): The United Nations

Objectives for the Lesson:

- Understand how the UN came into existence and its scope of operations

- Understand the structure of the UN

Questions of the Week:

1. How has the UN changed over time?
2. Are UN peacekeeping forces effective?
3. What power does the UN have over sovereign state's internal laws and authorities?

Required Readings for this Lesson:

- Hurd Pages 42-71
- Reinalda pages 269-288

Week VIII (October 12): Mid-Term; The United Nations GA, Security Council and International Law

Mid-term

Objectives for the Lesson:

- Able to describe the organization of the UN General Assembly (GA) and the Security Council
- Understand the structure of the UN
- Understand the role of international law and its influence on domestic decisions

Questions of the Week:

1. How much weight does the outcomes of these votes carry on the international stage? Think agreements like Kyoto Protocol or the Security Council authorizations of war (Korea, etc.)?
2. Does the UN GA and Security Council operate effectively? Has that changed over time?
3. What role does International Law play in domestic law of the United States?
4. Has the Geneva Convention and other international agreements changed the face of war and its conduct?

Required Readings for this Lesson:

- Hurd Pages 80-108
- Reinalda pages 289-326

Week IX (October 19): Voting in the UN and its Implications

Objectives for the Lesson:

- How does voting work in the UN General Assembly (GA) and the Security Council?

- Understand the structure of the UN

Questions of the Week:

1. How does voting work in the UN General Assembly (GA) and the Security Council?
2. How much weight does the outcomes of these votes carry on the international stage? Think agreements like Kyoto Protocol or the Security Council authorizations of war (Korea, etc.)?
3. Has UN peacekeeping missions been effective?

Required Readings for this Lesson:

- Reinalda pages *327-346*

Week X (October 26): ILO, Debate 1

Debate 1 Motion -- Is the UN Security Council Effective at responding to armed conflict?

Objectives for the Lesson:

- How does voting work in the UN General Assembly (GA) and the Security Council?
- Understand the structure of the UN

Questions of the Week:

1. How does voting work in the UN General Assembly (GA) and the Security Council?
2. How much weight does the outcomes of these votes carry on the international stage? Think agreements like Kyoto Protocol or the Security Council authorizations of war (Korea, etc.)?

Required Readings for this Lesson:

- Hurd 168-192

Week XI (November 2): Regional Security Organizations

Objectives for the Lesson:

- Comprehend states motives in joining security organizations
- Able to explain the different roles of security organizations

Questions of the Week:

1. Why do states join regional security organizations?
2. Was NATO a successful alliance during the Cold War?
3. What does the OAS really do?

Required Readings for this Lesson:

- Reinalda pages 361-387
- NATO Is No Longer Fit For Purpose || Debate #1 || Unresolved US National Security https://www.youtube.com/watch?v=LFJsosb69iY
- This Organization Unites the Americas https://www.youtube.com/watch?v=T-2upfSwysk

Week XII (November 9): Regional Organizations

Debate 2 Motion – Does NATO have a place in the 21 Century

Objectives for the Lesson:

- Comprehend states motives in joining regional organizations
- What roles does the EU and ASEAN play for their respective members

Questions of the Week:

1. Why do states join regional organizations?
2. Has the EU been successful?

Required Readings for this Lesson:

- Hurd 255-284

Week XIII (November 16): Global Economy and the WTO

Objectives for the Lesson:

- Comprehend the complex nature of international economic pressures
- Understand the concept of Globalization

Questions of the Week:

1. Why are some states rich and other states poor?
2. What effect has the WTO had on trade and relations between states?

Required Readings for this Lesson:

- Hurd 109-137
- Reinalda pages 391-426

Week XIV (November 23): Global Economy and IMF, and World Bank

Debate 3 Motion – The IMF/ World Bank do more harm than good to developing countries

Objectives for the Lesson:

- Comprehend the complex nature of international economic pressures

- Understand the concept of Globalization

Questions of the Week:

1. Why are some states rich and other states poor?
2. What effect has the IMF and World had on the ability of states to develop and decrease poverty?

Required Readings for this Lesson:

- Hurd 138-167

Week XV (November 30): IOs and International Justice

Final Paper Due Dec 4th

Objectives for the Lesson:

- Understand the impetus behind international justice broadly

Questions of the Week:

1. What power does the international justice system have over states?

Required Readings for this Lesson:

- Hurd 192-248

Week XVI (December 7):

Final Exam

IV. Policies

These are the highlighted UCF Policies for this course. For a list of all policies visit https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Academic Misconduct

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://osc.sdes.ucf.edu/process/roc). Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Military Service
Students who serve in the US military [defined as individuals on active duty in the US military OR individuals who have received training, activation, or deployment orders associated with service in either the US military reserves or the National Guard] may receive accommodations when unexpected military obligations interfere with the timely completion of assignments/participation in discussions, etc. Unless they are university approved excused absences, regularly scheduled ROTC activities do not qualify for accommodations.

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

***UCF Creed*:** Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Zoom Etiquette
Many of the "rules of the road" that apply to conversations also apply to the use of interactive tools used in this course. Use the following conventions when interacting with the instructor and fellow students during a Zoom class:

1. While using synchronous tools, such as Conferences or Zoom, situate yourself in a quiet, private environment. This will help you stay clear of disturbances.
2. If you want to send a personal message to the instructor or to another student, use Conversations rather than the Discussions.
3. Be patient. Don't expect an immediate response when you post to a discussion or send a message.
4. Respect each other's ideas, feelings, and experience.
5. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
6. Explore disagreements and support assertions with data and evidence.

COVID19 Policies
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.
Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.