

International Institutions and their Discontents: How to Study Large Social Units and their Normative Aspects - Part I (Empiriepraktikum)

In the past half century international institutions have tamed the anarchy of the international system by delegitimizing interstate conflict, promoting economic prosperity and regularizing cooperation between states. Like all changes, however, this transformation entails winners and losers who make claims about the benefits, defects and the proper means to organize any potential system of global governance. In the last two decades international institutions have increasingly drawn criticism from within the state system as well as from civil society actors, who are becoming more aware of the importance of the inter- and transnational sphere. The normative status and empirical force of these struggles is often hard to assess, especially since the international system lacks structures to deal with these challenges in the form of democratic representation. This course will introduce the empirical context and normative aspects of the emerging struggles as well as provide some qualitative methodological techniques to study the transformation from above and below.

The course will be taught in two consecutive terms. The language of instruction will be English and the instructors for the course will be Ben Kamis MSc.I.R. and Dr. des. Thorsten Thiel. During the winter term we will lay the groundwork for the empirical studies, which should be conducted in the second term. Students will be exposed to different techniques in qualitative research, and perspectives on global governance will be discussed. In small groups, students should propose and discuss research designs, which will be conducted and evaluated in the second half of the course.

Locations

Seminar: 23.03 AfE Turm
Tutorials: Jur. 404

Requirements

In-class participation: 20%
Presentation(s): 20% - **Date(s): TBA**
Outline & Provisional Bibliography: 10% - **Deadline: Jan. 23, 2012**
Group Research Project: 50% - **Deadline: Aug. 1, 2012**

Course Outline

Oct. 17: Introduction

Introduction to the subject matter, the structure of the course and your friendly, enthusiastic teaching staff.

Module 1: Perspectives on Global Governance

*Please note that additional material on these topics will be listed or available for download on the OLAT system. Details to follow.

Oct. 24: Anarchy + Governance = ?

- Rosenau, James N. (2006): The Study of World Politics. Vol 2: Globalization and Governance. London: Routledge, S. 7-30, 111-146.

- Barnett, Michael/Finnemore, Martha J. (2005): The Power of Liberal International Organizations. In: Barnett, Michael/Duvall, Raymond (Hrsg.): Power in Global Governance. Cambridge: Cambridge University Press, S. 161-184.

Oct. 31: Contested Legitimacy – Why should IOs care what you think?

- Held, David (1997): Democracy and Globalization. In: Global Governance, Jg. 3, Heft 3, S. 251-267.
- Dahl, Robert A. (1999): Can International Organizations Be Democratic? A Skeptic's View. In: Shapiro, Ian/Hacker-Cordon, Casiano (Hrsg.): Democracy's Edge. Cambridge: Cambridge University Press, S. 19-37.
- Zürn, Michael (2004): Global Governance and Legitimacy Problems. In: Government and Opposition, Jg. 39, Heft 2, S. 260-287.

Nov. 7: Rising Powers and an Angry Periphery

- Rajagopal, Balakrishnan (2000): From Resistance to Renewal: The Third World, Social Movements, and the Expansion of International Institutions. In: Harvard International Law Journal, Jg. 41, Heft 2, S. 529-578.
- Schweller, Randall L./Pu, Xiaoyu (2011): After Unipolarity. China's Vision of International Order in an Era of U.S. Decline. In: International Security, Jg. 36, Heft 1, S. 41-72.

Nov. 14: Civil Society Actors as a New Force in International Politics

- Gill, Stephen (2000): Toward a Postmodern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation. In: Millennium: Journal of International Studies, Jg. 29, Heft 1, S. 131-140.
- Tarrow, Sidney (2001): Transnational Politics: Contention and Institutions in International Politics. In: Annual Review of Political Science, Jg. 4, Heft 1, S. 1-20.

Module 2: Meta-Theory & Methods

Students should form groups of 3 by Nov. 21. Each group will prepare an outline for a research project in the first semester and complete the research project during the second semester. Therefore, students should take care to choose partners whose working styles, theoretical inclinations and empirical interests are compatible with their own. At this point students should also start considering what concrete research questions they would like to pursue in the group project and start thinking about what kind of research design would be appropriate for such questions.

Nov. 21: Philosophical Foundations

- Morton Kaplan, "Problems of Theory Building and Theory Confirmation in International Politics," *World Politics* 14, no. 1 (1961): 6-24.
- Steve Smith, 'Singing Our World into Existence: International Relations Theory and September 11', *International Studies Quarterly* 48, 2004: 499-515.
- Alexander Wendt, *Social Theory of International Politics*, (Cambridge: Cambridge University Press, 1999): 47-77.

Nov. 28: Three Blind Mice: Induction, Deduction, Abduction

- John Stuart Mill, *A System of Logic, Ratiocinative and Inductive*, (New York: Harper & Sons, 1846): 171-188 (Bk. 3, Ch. 1-3).
- Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, (Princeton: Princeton University Press, 1994): 75-91, 100-114.
- Jörg Friedrichs and Friedrich Kratochwil, "On Acting and Knowing: How Pragmatism Can Advance International Relations Research and Methodology," *International Organization* 63(2009): 701-31.

Dec. 5: C³: Constitution, Causation, Critique

- Margaret Mooney Marini and Burton Singer, "Causality in the Social Sciences," *Sociological Methodology* 18(1988): 347-400 (last nine pages are omitted; students are invited to skim over any pages full of formula and Greek letters).
- Alexander Wendt, "On Constitution and Causation in International Relations," *Review of International Studies* 24(1998): 101-18.
- Robert Cox, "Social Forces, States and World Orders: Beyond International Relations Theory," *Millennium: Journal of International Studies* 10, no. 2 (1981): 126-55.

Dec. 12: What are you talking about? Concept Formation

- John Gerring, "What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences," *Polity* 31, no. 3 (1999): 357-93.
- Pierre Bourdieu, "Vive La Crise! For Heterodoxy in Social Science," *Theory and Society* 17(1988): 773-87.

Dec. 16: Tutorial I

- 10-14:00, Jur. 404

Dec. 19: Are you positive? I: Compared to what?

- Arend Lijphart, "Comparative Politics and the Comparative Method," *American Political Science Review* 65, no. 3 (1971): 682-93.
- Giovanni Sartori, "Comparing and Miscomparing," *Journal of Theoretical Politics* 3, no. 3 (1991): 243-57.
- Charles Ragin and David Zaret, "Theory and Method in Comparative Research: Two Strategies," *Social Forces* 61, no. 3 (1983): 731-54.

Jan. 9: Are you positive? II: When n=1 is no problem

- Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, (Princeton: Princeton University Press, 1994): 208-230.

- Andrew Bennett and Colin Elman, "Case Study Methods in the International Relations Subfield," *Comparative Political Studies* 40, no. 2 (2007): 170-95.

Jan. 13: Tutorial II

- 10-14:00, Jur. 404

Jan. 16: Making History

- Tim Büthe, "Taking Temporality Seriously: Modeling History and the Use of Narratives as Evidence," *American Political Science Review* 96, no. 3 (2002): 481-93.
- Edward Hallett Carr, *What Is History?*, (Harmondsworth: Penguin, 1961): Ch. 1 (The Historian and his Facts), 4 (Causation in History).

Jan. 23: Making it up as you go: Grounded Theory, Ethnography, Objective Hermeneutics

***** NB: Outlines Due *****

- Juliet Corbin and Anselm Strauss, "Grounded Theory Research: Procedures, Canons, and Evaluative Criteria," *Qualitative Sociology* 13, no. 1 (1990): 3-21.
- Hans Fischer, 'Feldforschung', in *Ethnologie: Einführung Und Überblick*, ed. Hans Fischer (Berlin: Reimer, 1992), 73-92.
- Ulrich Franke, and Ulrich Roos, 'Rekonstruktionslogische Forschungsansätze', in *Handbuch Der Internationalen Politik*, eds. Carlo Masala, Frank Sauer and Andreas Wilhelm (Wiesbaden: VS Verlag, 2010), 285-303.

Jan. 30: May the discourse be with you: Discourse & Textual Analysis

- Jennifer Milliken, "The Study of Discourse in International Relations: A Critique of Research and Methods," *European Journal of International Relations* 5, no. 2 (1999): 225-54.
- Vincent Pouliot, "'Subjectivism": Toward a Constructivist Methodology," *International Studies Quarterly* 51(2007): 359-84.
- Srdjan Vucetic, "Genealogy as a Research Tool in International Relations," *Review of International Studies* 37(2011): 1295-312.

Feb. 3: Tutorial II

- 10-14:00, Jur. 404

Feb. 6: Winter Semester wrap up.

Module 3: Group Consultations

Your work for the second semester consists of executing the research design as you planned in your outline, subject to our suggestions for improvement. Each group can conduct the work of researching and writing the term papers independently of each other. However, you are welcome to discuss problems and ideas with other groups, as

long as each group's final product is its own. You are also welcome and encouraged to seek our advice if you run into unforeseen problems. Generally speaking, Thorsten is best equipped to answer theoretical questions (e.g. "Despite our extensive independent reading, we don't understand the difference between Hardt & Negri's concept of 'Empire' and Gramsci's concept of 'hegemony'. Help!"), and Ben is best equipped to answer questions relating to research design (e.g. "We wanted to compare the IMF, the WTO and the World Bank ethnographically, but none of these organizations will let us through the front door. What do we do?"). Of course, if it's a question you've already discussed extensively with Corinna in the tutorials and she knows the context best, you should probably see her first. **The research paper is due on August 1, 2012.** We will also organize a mock conference, where you can present your research to your colleagues in a realistic setting. Details to follow.

Technicalities

Legibility

Please make sure the work you submit is easy to read. That is, we probably won't appreciate the humour if you submit your paper in single spaced 8 pt. Wingdings font

Plagiarism & Citation

Presumably, you are here to learn how to research better and because you are interested in the topic. Therefore, it makes no sense for you to plagiarize, copy or steal from other sources. Don't do it. We will check all suspicious sources, and though we may be old, we are proficient in searching Google. Plagiarized work is easy to spot, easy to prove, and socially unacceptable (see Guttenberg, Koch-Mehrin, et al.). We will endeavour to punish any intellectual theft and to cause considerable inconvenience for the thieves. Fortunately, it is easy to avoid. Do your own thinking and writing, and cite all material that inspired your ideas, provided you with data, from which you cite directly or paraphrase, etc. If in doubt, cite. Please use a recognized citation style clearly and consistently. There is a free guide to MLA, APA and Chicago styles, the three most common in the social sciences, available at: <http://owl.english.purdue.edu/owl/resource/949/01/>.

Lateness

Work submitted after the deadline is subject to a deduction of 1 grade point (e.g. a 1- becomes a 2+). Work submitted extremely late (e.g. >2 weeks after the deadline) will be graded at our discretion, if at all. If you anticipate that your work will be late, inform us in advance and provide a valid, which is to say very important and utterly unavoidable, excuse.

Language

If English is not your first language, you are brave for taking this course anyway and will surely profit from it. However, it is not an English course, and you will not be punished unnecessarily for poor English. If you are concerned about the quality of your work, you can submit it or a sample early for inspection, and we can tell you if the quality is adequate. If you submit incomprehensible work, we will return it to you. You can then improve it, subject to the lateness penalty described above; that is, the submission date that counts is when we receive comprehensible work.

Participation

We have designed this course to rely heavily on student participation and interaction. Consequently, we need the students to contribute and to interact with each other and

with us. Your participation grade will reflect your contribution to the success of the course. For everyone's benefit, please come punctually and prepared, discuss ideas openly and constructively, and respect others.

Contact Info

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