Do international organizations have any real leverage? Do NGO’s have a ‘dark side’? Can terrorist groups be held accountable? These questions animate the course ‘Google, Guerillas and Greenpeace: Non-State Actors in World Politics’. In recent years, the state-centric emphasis of international politics has been challenged by the exponential rise and expanding influence of a variety of non-state actors (NSAs) such as international organizations, NGO’s, multi-national corporations, violent groups and social movements. In this course we shall examine the various types of non-state actors in world politics and understand how such actors shape the emerging agenda of international relations and influence the behavior of states. We shall examine how the emergence of these actors challenges conceptions of sovereignty, democracy, accountability and power in world politics.

Course Objectives:
By the end of this class you will come away with the following mix of substantive strengths and academic skills:

1. An understanding of how the international system is shaped by NSAs.
2. An understanding of the range of Non-State Actors and why they matter in IR.
3. An understanding of how NSAs challenge traditional concepts and actors in IR
4. An understanding of key cases and research in this area
5. Develop a solid first draft of a research paper in an area of your interest, if you choose this option
6. The course will help develop your
   • Presentation skills
   • Writing skills- specially in the conventions of the social sciences

Course Materials
There is one required text for the course, available at the bookstore:

Margaret Keck and Kathryn Sikkink (1998) *Activists Beyond Borders* Cornell Univ. Press (henceforth Keck and Sikkink)
Journal articles and other resources will supplement this text. On any given day reading all the assigned resources or listening to assigned podcasts is essential.

To get the maximum out of any IR class, keeping up with the news is a good idea. Regularly reading a major world newspaper should already be part of our habits but if not, there’s no better time to start than the present. Some good sources are:

[BBC](http://www.bbc.co.uk/news/world/)  
[Al Jazeera](http://english.aljazeera.net/)  

I will also screen the following films during the course: Inside Job, The Constant Gardener and Paradise Now. Some assignments may pertain to these films; so watching them either collectively or on your own is important.

The following components across the course will determine your grade:

**Participation (18%)**

You’ll notice that a high percentage of your grade comes from participation. This should signal to you that this course is a collaborative, joint effort and will not work unless you participate to your fullest ability. I’m reluctant to quantify participation so here’s a sense of what I’m looking for:

First, I require *active participation* – just showing up and sitting passively in class is not sufficient. You’re going to have to *contribute* to class and more than just once or twice every few weeks (that will get you a C at most).

Second, I look for the *quality* of your participation ie. it should be informed and relevant. Come to class having done your reading. Bringing in outside material and experiences is great but stay relevant. Too much reliance on anecdotes or riffing off other’s comments dilutes the quality of your participation. TIP: Come with written reactions or questions to the reading, so you have something to refer to.

Thirdly, participation should be *respectful* of the class environment. We will not agree all the time (if we did, class, and life itself, would be boring) but how you listen and engage with the ideas of others is as important as how you contribute. And this also means that you have to give other people the opportunity to contribute in class- don’t become the class filibusterer!

**Leading Class Discussion (12%)**

In keeping with the advanced and collaborative nature of this course, I will require every student to assume primary responsibility for leading class discussion once

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1 I assume you will attend class- so you don’t get points for attendance, you can only lose points for attendance. See attendance policy for more clarification.
in this semester. In the first week, I will circulate a sign up sheet and then assign dates for your turn to lead class discussion. From February 8th in Week 2, we will commence with our plan.

On your appointed day, you will present a brief discussion of the readings for the day (not a summary but a discussion of the broad themes and most interesting points emerging from across the readings- approx. 10-15 minutes). You will also present the class with a couple of overarching questions or points to ponder collectively. We will debate these as a class, following your cues and you will moderate discussion for about 15- 20 minutes (maybe longer). You’re welcome to incorporate additional reading resources but these should not replace the reading.

The following questions may be useful in structuring your presentation:

(a) what is the author's thesis?; (b) what is the major point s/he is trying to make?; (c) what are the major assumptions the author makes (and expects readers to accept)?; (d) what are some useful concepts s/he presents?; (e) what are the major strengths and weaknesses of the work?; (g) what questions come to mind in light of past readings?; and (h) what are the implications if the author's thesis is valid?

Important: In order to make this a worthwhile exercise, each presenter is expected to post their comments over the class listserv at least one day before their scheduled presentation. You will sign up for the presentations during our first class meeting.

You will be graded on the quality of your presentation, your questions and your written comments and questions.

Submiting discussion questions/comments/news stories (10%)

From week 2- 12, I will require everyone to post a discussion question or comment based on the reading on our Moodle forum once a week (so either for Monday or for Wednesday). If your question is thoughtful /relevant you will get an automatic 1% for the week. If it is irrelevant or does not reflect the reading, you will get a .5% or less for the week. If you submit no question, you will get a 0. Thus, if you do your reading and submit questions, you will get the full 10%. On 3-4 occasions, you can also post something in the news relating to the weeks reading in lieu of a discussion question. I leave the distribution of comments/ questions/ news stories up to you but at the end of the semester you should have 10 posts. (If moodle is down etc, please email me your comments).

Important: to get the full 10%, your comments should be posted by 10pm the night before class, to allow everyone to get a chance to read them.

3 Short papers (30%) (10% each)
You will write three short analytical papers during the course. They will require you to synthesize and critically reflect on larger themes across readings in each unit. You will all do a paper on unit 1 but after that you can choose which unit you would like to write paper 2 on from units 2-5. Note: you cannot write on multiple units in the hope of a better grade, so choose wisely!

Papers should be 5-6 pages long, double spaced (a paragraph over or under is ok).

For paper 1, I will provide a prompt with questions. For paper 2 and 3 (and 4 if you choose not to write a research paper): you are free to choose any units to focus on. In each paper, you are required to reflect on the following questions: a) What are the main issues the unit is contending with? b) What are the main concepts and arguments that emerge from the readings? c) what are the main areas of agreement and disagreement between the authors? d) reflect on the implications of the readings for any two of the following concepts: sovereignty, accountability, legitimacy, democracy and power?

(I will provide detailed instructions and a rubric but you will be assessed on your ability to analyze the material covered in class, your own ideas and the clarity and logic of your writing).

**Final:**
Research Project (30%) (Outline 5%, presentation 10% and final paper 15%)

Or
Final Exam + 4th unit paper (additional unit paper 12%, Final exam 18%)

You have a choice as to what you want your final project to be- if you want to develop a research paper, you will follow plan A, if you are more of an exam-taker, you will follow plan B ie. take an in-depth final exam and write one extra unit paper). You must communicate your decision to me by the end of week 4... and stick to it!

Depending on whether you choose the paper or the exam- your schedule will be as follows:

**Plan A: Research Paper:** Your primary assignment during the semester is to develop a research paper (12-15 pages approx.) on any aspect of non-state activity in the realm of international politics or foreign policy. We will have ample opportunities to select, refine and discuss your topic and the development of the paper will follow the contours and timeline defined below

<table>
<thead>
<tr>
<th>Week 2-4</th>
<th>Start thinking about a research topic for your paper</th>
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<tbody>
<tr>
<td>End of week 4</td>
<td>Float the idea, rationale in one paragraph, feedback in week 5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Submit a 1-2 page outline, get feedback by week 8</td>
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<td>-------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>Week 9</td>
<td>Thesis due (with revised outline), feedback week 10</td>
</tr>
<tr>
<td>Week 13/14</td>
<td>Presentations and on the spot feedback</td>
</tr>
<tr>
<td>May 15th</td>
<td>Final paper due</td>
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</tbody>
</table>

The paragraph with your topic should contain a basic topic or idea, preferably a puzzle or question and a rationale for why it is an important or useful question.

The 1-2 page outline will contain the main research question or puzzle, the way that you will focus your question (case, area, type of NSA) and how you propose to answer your question (methods, data). At this stage, conclusions and a thesis are not required. I will give you feedback on the outline so the more developed it is, the better.

In week 9 (after spring break) - you will send me your working thesis or argument in the paper (no more than a couple of paragraphs) with a revised outline of no more than 2 pages. In week 13/14, we will turn to the presentation of your research papers – I will give you detailed guidelines on this component in due course but for now - these will take the form of poster or power point presentations.

Based on feedback you get, you will complete your paper and turn it in to me by 5 pm, Monday May 14th.

Note: This may be tedious but is necessary: All papers should be turned in hard copy, stapled, with pagination, in black ink and in a readable font (this is not the place to get creative). Any accompanying pictures, tables etc should be placed at the end and will not count towards page length.

Plan B Final Exam

If you choose to write a final exam, you will write one additional unit paper (work equal to the outlines and presentation of research paper writers). The exam date and time is non-negotiable. And you cannot change your mind beyond week 4 on taking the exam.

So in sum, your grade will be determined by the following components:

Participation 18%
Submitted questions/ comments 12%
Leading in-class discussion 10%
Three short papers 10% each = 30%
(Final paper project) or (Final Exam + 4th unit paper) 30%
  • Outline/Thesis 5%
  • Research paper 15%
  • Presentation 10%
**Class Policies**

**Attendance**
I assume that you’re going to attend class- if that consistently fails to happen, everything else is moot. Life happens, of course, so I will forgive 2 unexcused absences (effectively a week of class). Any more unexcused absences will affect your course grade in the following way: If you have 3-5 your grade will be lowered a half letter (so a B will become a B-); 6-8 absences - grade will be lowered a full letter (so a B will become a C); 8 or more absences - subject to my discretion, you may get an F, and certainly no more than a D.

**Late Policy**
Please come to class on time. If you are consistently late, it will affect your participation grade. If you have some constraints (ie. Class on the other side of the campus) let me know before time.

Late turning work in: Your work is due when it’s due. Except for extenuating circumstances there will be no extensions – I’ll be the judge of those circumstances. For every day past the deadline, I will deduct half a letter grade from your paper. Beyond 3 days, I will not accept the assignment. Come and talk to me with any issues early on.

**Academic Integrity Policy**
DePauw University and I both take academic integrity very seriously and I will uphold DePauw University’s Academic Honesty Policy. Cheating, plagiarism, submission of the work of others, etc. violates DePauw policy on academic integrity and will result in penalties ranging from an F for the assignment or F for the class to academic probation or even suspension from the university, depending on the circumstances.

The policy and discussion of each student’s obligations and rights are in the Student Handbook. The complete Academic Integrity Policy can be found at: [http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=101&amp;parentid=100](http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=101&amp;parentid=100)

Ignorance of the rules is not a valid excuse so make sure you’re familiar with University policy. There is absolutely no reason to consider cheating or passing someone else’s work off as your own. If you have any doubt whatsoever that you may be incorrectly using someone’s work- please feel free to check with me and ask. Remember, an honest C- is much better than a risky B, so don’t do it.

To avoid the problem of plagiarism be sure to attribute all information, data, arguments, and language – even if paraphrased – borrowed from sources to the original author and to document the source fully.

- **Attribution** = “According to XYZ...”
- **Documentation** = source citation in foot- or end-note form or using parenthetic citation: (XYZ, 92). Parenthetic citation requires a
“Works Cited/References” list at the end of the paper.

**ADA/Disability Accommodations**
If you have a learning disability or other special needs, please let the Coordinator of Student Disabilities Services, Pamela Roberts, 765-658-6267, Harrison Hall 302 know as soon as possible. I rely on the Disability Services Coordinator for assistance in verifying the need for accommodations and developing an accommodation strategy so please make an appointment to see me after you have received your letter. I will not be able to make accommodations without the advice of Disability Services.

**Technology Policy**
Very few things are as distracting as a ringing/buzzing cell phone. Please turn yours off or on silent — not just vibrate. This also means no TEXTING. Do us all a favor and keep your phone in your bag, please!

I discourage the use of laptops in the class- if you absolutely need one for the sole purpose of taking notes talk to me beforehand. If you do bring in your laptop, I will request you to sit close by so that I can check that you’re not on facebook/ twitter/ something way cooler that I have no idea exists.

**Communication**
Given the small class size, I’m going to ask that everyone comes by to introduce themselves and have a chat in the first few weeks of class. After that, remember that my office hours exist for you. Come by for a chat, to discuss the material, follow up on questions and seek advice or help. If your schedule does not accommodate the scheduled office hours, make an appointment. Of course, make sure emails are comprehensible and are addressed appropriately and not too ‘creatively’.

Note: Your official DePauw email is the one we will use to minimize confusion.

The Grading system and scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>950+</td>
<td>900-949</td>
<td>870-899</td>
<td>830-869</td>
<td>800-829</td>
<td>770-799</td>
<td>730-769</td>
<td>700-729</td>
<td>620-699</td>
<td>620 and below</td>
</tr>
</tbody>
</table>

A  =  95 -100 %  B-  =  80- 82.9 %  D  =  62- 69.9 %
A- =  90- 94.9 %  C+  =  77- 79.9 %  F= below 62 %
B+ =  87- 89.9 %  C  =  73- 76.9 %
B  =  83- 86.9%,  C-  =  70- 72.9
Important Dates

First paper (on Unit 1) due: Feb 24th
Second and third papers due: March 16th, April 6th, April 13th, or April 27th *
*(depending on which 2 units you choose)
Paper Outlines/Thesis Due March 12, April 9
Presentation Week 13/14
Final paper due May 14th or Final Exam May 14th

COURSE SCHEDULE
(This schedule may be modified, within reason, as the semester progresses)

Unit One
WEEK 1: Setting the Scene: IR Theories

Mon Jan 30
Introductions, Reading the Syllabus, setting goals

Jack Snyder “One World, Rival Theories” Foreign Policy p. 1-11 (E)

Wed Jan 1

Matthews, Jessica Power Shift

Anne Marie Slaughter Adapting US Policy in a changing international system

Krasner, ‘Sovereignty’ Foreign Policy
   • Particularly read sections entitled ‘The Sovereign State is just about dead’, ‘Globalization undermines state control’, ‘Globalization is Changing the Scope of State Control’ and ‘NGOs are nibbling at national sovereignty’.

WEEK 2: Frameworks and Applications

Mon Feb 6:

Halliday, Fred “The Romance of NSA’s” (E)

Recommended: Keck and Sikkink Chapter 2.
Wed Feb 8:

Grant and Keohane (2005) Accountability and Abuses of Power in World Politics (skim most of it, pay attention to the seven accountability mechanisms and accountability constraints)

Tentative Guest Lecture: Paloma Raggo

WEEK 3: IO’s

Monday Feb 13
Barnett and Finnemore The Politics, Power and Pathologies of International Organizations *International Organization* (E)

Wed Feb 15
Mearsheimer, The False Promise of International Institutions IO p. 5-26 *Skip realism unless you want a refresher* (E)

Barnett, M. Rwanda article Cultural Anthropology

*Extra Credit: Attend Nobel Peace Prize winner Ubben Lecture, write 1 page report connecting it to class theme. + 3 points on participation.*

Unit 2
WEEK 4: TAN’s/NGO’s (student 4)

Mon Feb 20:

Keck and Sikkink *Introduction* p. 1-32 (skip p. 18-24 information politics etc, stop at ‘Towards a Global Civil Society’).

Wed Feb 22: The Landmines case *Due Paper Topic/Rationale- 1 para*

Richard Price Reversing the Gun Sights (skip 616 and most of 617 start reading from bottom 617 to end of document)

WEEK 5: NGO’s

Mon Feb 27: NGO impacts *(Read Finnemore and any one other)*

Keck and Sikkink Human Rights chapter 3 p. 79-120 (skip the section on Mexico)

Andrew Grant and Ian Taylor *Global Governance and Conflict Diamonds: The Kimberley Process and the quest for clean gems*

**Wed Feb 29:** Moving beyond impacts on states

Wapner (2005) “Politics beyond the State: Environment” *World Politics*

**Recommended: Keck and Sikkink on Environmental Actors**

**WEEK 6: NGO’s: Dark Side**

**Monday March 5**

Clifford Bob *Merchants of Morality* (E)

Cooley and Ron The NGO Scramble (read Goma case study)

Stephen Hopgood Amnesty pieces

**Wednesday March 7**

*NGO Design Activity. Winners get a contribution (by me) made in their name to [http://www.kiva.org/](http://www.kiva.org/)*

**Unit 3**

**WEEK 7: Transnational Corporations**

**Monday, March 12: 2 page Outline Due**

Roach, Brian  

“The Company that ruled the waves” *The Economist*  
[http://www.economist.com/node/21541753](http://www.economist.com/node/21541753) (E)

*Screening: Inside Job*

**Wed March 14**

*Inside Job discussion*

**WEEK 8:**
Mon March 19 Case: Google and China

Official Google Blog posts on China issue:

http://www.economist.com/node/15267915

Recommended: http://online.wsj.com/article/SB10001424052970203436904577155003097277514.html?mod=googlenews_wsj

Wed March 21: NSAs and Consumer issues

This American Life Mr. Daisey and the Apple Factory

Charles Fishman, The Walmart Effect and a Decent Society, who knew shopping was so important?

Spring Break March 24th - April 1: have fun!

Unit 4
WEEK 9: LOBBIES/ Interest Groups

Monday April 2
Kersh, R (2000) State autonomy and Civil Society: The Lobbyist Connection
Critical Review 14: 2-3

Mearsheimer and Walt Israel Lobby piece LRB- read up to end of article
http://www.lrb.co.uk/v28/n06/john-mearsheimer/the-israel-lobby

Wed April 4

Mearsheimer and Walt Israel Lobby piece LRB- read comments at the bottom of the article.


Recommended: Becker, Jo U.S. approved business with blacklisted nations New York Times December 2010
http://www.nytimes.com/2010/12/24/world/24sanctions.html?_r=1&emc=eta1&papewanted=all
Unit 5
WEEK 10: Violent NSAs Terrorism

Mon April 9 Thesis with revised outline due

(read original post as well as comments)

Wed April 11
Robert Pape (2003) The Strategic Logic of Suicide Terrorism American Political Science Review 97: 3


Paradise Now Screening

WEEK 11: Violent NSAs continued

Mon April 16: Rogue Actors

Florquin and Warner Engaging non-state armed groups or listing terrorists? Implications for the arms control community.

Recommended: Bhatia, M (2005) Fighting Words: Naming terrorists, bandits, rebels and other violent actors Third World Quarterly Vol 26: 1

Wed April 18: Piracy and Privacy (Private Security Forces)

IISS Commentary on Piracy in the Gulf of Aden

http://www.foreignpolicy.com/articles/2009/04/16/the_seven_ways_to_stop_piracy


Blackwater’s Dark Heart http://www.economist.com/node/14291547

WEEK 12: Glamour!

Mon April 23
Drezner, D. FP goes glam (E)
Wed April 25: Student Choice

WEEK 13: Presentations
Mon. April 30 Presentations start

Wed May 2 Presentations Continued

WEEK 14: Taking Stock
Mon May 7 Presentations Continued/ In class office hours

Wed May 9
Evaluations
In class office hours

Final Exam (for those taking an exam): Monday May 14th 1:00-4:00pm

Final Papers Due in my mailbox by 5pm, May 14th, 2012