

Abstracts

Thorsten Bonacker / André Brodocz

In the Name of Human Rights

On the Symbolic Integration of the International Community by Norms

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According to theories of normative integration the international community is integrated if national or international actors are guided by the same meanings, ideas or norms. Thus, the identity of the international community already exists. These assumptions have determined the recent discussion on the transformation of international law and the (dis-) integrative power of human rights. Continuing this discussion, the authors aim to develop a new theory of integration which understands integration as the indifference of norms to different interpretations and perceives the international community as constituted if it has constructed its identity symbolically. Because it is not determined which symbol is used for this construction further empirical research is necessary. Taking an analysis of the recent discussion on humanitarian intervention as an example, it will be illustrated that increasingly the international community is symbolically integrated through human rights.

Jutta M. Joachim

NGOs, the United Nations and Violence Against Women

Agenda-Setting, Framing, Political Opportunities, and Mobilizing Structures

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How, why, and under what conditions are non-governmental organizations (NGOs) able to influence the interests of states? To answer these questions, I examine the achievements of international women's organizations which in the early 1990s succeeded in delegitimizing violence against women as an international human rights violation. Drawing on agenda-setting and social movement literature, I develop a process-oriented model, which applied to this case shows that NGOs attempt to win states' support for their ideas and proposals by engaging in strategic framing processes. Whether these frames have any effect and resonate with their respective targets is contingent on the dynamic interaction of primarily two factors: (1) the political opportunity structure in which NGOs mobilize, comprised of access to institutions, the presence of influential allies, as well as conflict and changes in political alignments; and (2) the mobilizing structures these organizations have at their disposal, which include entrepreneurs, an international constituency, and experts.

Katharina Holzinger

Communication Modes and Action Types in International Relations

Remarks on some Misleading Dichotomies

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Recently there has been a debate in German political science and especially in the journal »Zeitschrift fuer Internationale Beziehungen« (German Journal of International Relations) which has established three dichotomies and set them up as equivalent pairs: arguing and bargaining, communicative and strategic action, as well as discourse theory and game theory. This article shows, first of all, that discourse ethics and game theoretic bargaining theory are not alternative explanatory models in social science. Secondly, the analysis of the various pairs of terms shows that most of these dichotomies and equivalencies cannot be maintained. Thirdly, arguing and bargaining are not opposing modes of communication which alternatively perform the same function but rather they perform different functions in the communicative resolution of conflicts.

Ulrich Teusch / Martin Kahl

A Theorem with an Expiry Date?

The »Democratic Peace« thesis in the Context of Globalization

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This article makes a contribution to the expansion and continuation of the debate about the »Democratic Peace«. The first section offers a brief account of the current research on this topic. In the following chapter the debate on the »Democratic Peace« is linked to another scientific controversy, the dispute over »globalization« and the relationship between globalization, the state and democracy. By widening the perspective, the focus is shifted to questions about the future of the Democratic Peace in the light of the globalization process which is equally as manifest as it is inconsistent and crisis-prone. It leads to the finding that the relation of democracy and peace is both more complex and ambiguous than most analyses regarding the »Democratic Peace« presume. If statehood, democracy and conflict are transformed in the course of globalization, new fields of research also have to be opened for the »Democratic Peace«.

Herbert Obinger

Democracy and Economic Growth

A Review of the Theoretical and Empirical Evidence

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This review article summarises the state of the art of research findings on the theoretical and empirical relationship between democracy and economic growth. From a theoretical point of view, the impact of democratic governance on economic development is ambiguous. Democracy is seen both as a growth catalyst and as a hindrance to rapid economic development. A review of 30 quantitative, cross-national studies – published between 1992 and 2001 – reveals that the incompatibility thesis is not supported by empirical evidence. Moreover, most studies examined conclude that democracies do not significantly influence economic performance in a linear fashion, while those studies finding a positive impact on economic growth suffer from methodological shortcomings in regard to the robustness of the empirical findings. Testing non-linear effects and paying more attention to indirect effects of political regimes on crucial economic determinants of growth might be a promising approach for future research.

Mathias Albert / Gunther Hellmann

Poor Mass-Education for Future Professors?

The German Situation of Teaching in International Relations

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This contribution addresses a number of issues regarding the teaching of international relations within the context of contemporary discussions on reforming the German university system. First, a questionnaire-based overview of IR teaching (scope, intensity, quality) at German political science institutes is presented. Then, incorporating the results of two workshops, the conclusion is drawn that although teaching and the education of university teachers warrant more attention, this should not lead to a substantial harmonisation of this education, for example through the introduction of »core curricula«. In terms of institutionalising teaching issues in the IR discipline and implementing structural measures to ensure the acquisition of didactic competencies during the education of university teachers, the Anglo-American university system provides a number of ideas for further efforts in this respect; nonetheless it seems inadequate to simply impose models from other university systems onto the German system.