Abstracts

Although the Convention relating to the Status of Refugees (1951) defines to whom the legal category of the refugee applies in international law, the refugee status also involves labeling, which refers to politically oriented identity constructions, and processes of social inclusion and exclusion. Focusing on refugees, this article concentrates on what labels and labeling are, how labels are constituted globally, and how they affect the labelled persons locally. To this end, global and local developments are analyzed in order to frame the imposed refugee label with its impacts for refugees. The local-level analysis is based on empirical research in Uganda on the perception of external actors of the refugee regime and refugees themselves.

This article develops two theoretical perspectives on international authority, one critical and one reflexive. These perspectives aim to order existing conceptions of authority in IR systematically and at further theoretical debate on this topic. The common point of departure for both perspectives is Max Weber's sociology of authority, from which we derive a shared definition of the concept: authority being understood as a recognition-based social relationship that makes asymmetric influence possible. Further, Weber's sociology contains distinct theoretical arguments on the constitution and exertion of authority – one focusing on socialization, the other on intentional choices. These arguments inform the competing perspectives on international authority that are explicated separately in this article, using various examples from global politics. While the critical perspective focuses on the socializing effects of specific orders of knowledge, the reflexive perspective assumes intentional acts of epistemic submission. In conclusion, we argue that these two perspectives should be considered as complementary foils.

Cornelius Friesendorf/Elke Krahmann
Principal-Agent Relations and Third Parties
United States Force Multipliers in Afghanistan and Consequences for Civilians
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International actors often work together with pro-government armed groups in international military interventions. In Afghanistan, the use of such force multipliers to relieve international troops and support counterinsurgency efforts has reached unprecedented dimensions. Especially the United States has collaborated with three types of force multipliers: private security companies, militias, and auxiliary police. For civilians in Afghanistan, however, this practice has proven problematic in that all three types of force multipliers have violated human rights and exploited the local population. Based on principal-agent theory, this article seeks to explain why force multipliers have become a problem for civilians. It argues that a complex network of overlapping principal-agent relations emerged in Afghanistan through which asymmetries of interests and information between the US, local principals, and force multipliers proliferated. This network has prevented the effective control of force multipliers.

Keywords: Afghanistan, principal-agent theory, network, militias, private security companies, auxiliary police

Stefanie Dreiack
Learning between Individual and Organisation
The Structure of International Organisations
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Political actors can learn both as individuals and organisations. Up to now, research has not shed enough light on how they learn and how individual and organisational learning are connected. The article approaches this problem with a special focus on international organisations and the question of transforming individual learning into organisational learning. The characteristics of organisational structure within international organisations are conceptualised as the key variable. Based on a comparative analysis of EU activities in the area of police reforms in Macedonia and Bosnia-Herzegovina, the article demonstrates that especially two structural areas, the decision-making and communication structure, are significant for learning processes. In particular, the incongruity between the structural areas is crucial for learning or not learning. The article therefore offers a new approach to the question of what prevents or promotes a new way of thinking within international organisations.

Keywords: Organisational Learning, International Organisations, EU-Police Missions, Organisational Structure

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Author Collective on Didactics in International Relations

Ten Reports on »Good Teaching« Experiences in International Relations, Reflected by University Didactics

Scholars in the field of International Relations have sufficient opportunities to discuss their research projects but there is a lack of institutional infrastructure within the field to reflect on university teaching experiences. This contribution fosters the professional exchange between political scientists and scholars of university didactics. Many university teachers still tend to rely on their own experiences, experiments and intuitions about »good« teaching methods but do not discuss these with colleagues from their own discipline or from university didactics on a regular basis. This contribution seeks to stimulate such a professional exchange on teaching experiences and methods by presenting ten individual reports on »good« teaching experiences in International Relations. Each of the concise reports is discussed by a scholar from university didactics.