

INTL 4240: International Organizations

University of Georgia
Caldwell Hall 107
Fall 2020, MWF 9:10-10:00

Instructor: Matthew Rains

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Virtual Office Hours: M&W, 1-3pm

Course Description and Objectives:

Why and how do states cooperate? In this course, we will examine the role of international organizations (IOs) as key components of international cooperation. This will involve 1) examining how IOs solve cooperation problems and their ability to do so across a wide range of issues, 2) examining how IOs are created, their lifespan and deaths, and 3) what features make international organizations more or less effective. We will cover topics like international courts, international trade, environmental organizations, military alliance, international human rights law, various UN bodies, nuclear agreements, and non-governmental organizations.

This is not a course on the history of international organizations or current events, although both will be discussed. We will not focus on the development of particular international organizations – instead, by the end of this course, you should understand:

1. The nature of cooperation problems, and how IOs address them,
2. The features and operations of IOs across a variety of issues,
3. Key issues that plague the study of international organizations,
4. State of the art social science research regarding IOs.

To accomplish this, we will read a variety of research and other materials about IOs, synthesize research and current events into reflection papers, and have synchronous online/in-class discussions.

Recommended Book and Readings:

There is no textbook for this course. All readings will be shared on ELC. Please don't distribute readings to those outside of the class.

COVID Information and Face Masks:

UGA's social distancing requirements will limit our classroom to only a subset of the class. To accommodate these changes, we will be following a "hybrid" format: I will upload lectures online, and some subset of the class will have a discussion section opportunity during the normal class periods (M/W/F 9:10 am). In addition to watching all of the lectures each week, you should plan on participating in one discussion session per week. Mondays and Wednesdays will be for face-to-face students and Fridays will be for students who want to participate over Zoom. Each discussion section will cover all articles and material that has been assigned since the last discussion sections – which will undoubtedly leave some concerns and questions unaddressed. So, we will also have online formats for discussion and engagement through ELC's discussion boards. Please read the "Grading and Participation" sections for full information.

The nature of International Organizations (as a course topic) means you will need to read and contend with quite complex and difficult readings/ideas. As such, in-class discussion sections will need to be efficient, conducive to clear communication, and making the best use of limited class time. Ensuring each session adheres to either in-person discussion or online discussion will guarantee discussion isn't hung up on communication between forums.

Assigned days for each group are listed next to each course day. Information regarding your assigned group will come at the beginning of the semester. We will start with four groups, but we may consolidate as I get a sense for who prefers to attend class virtually.

Face Coverings

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

Face masks are required while in class or in the College's common spaces. Please be considerate of your classmates and your professors. They may be at risk, or have susceptible people in their households (e.g., elderly or immunosuppressed family members or babies or children or family with respiratory problems). Let's protect each other and our friends and families. Please wear your face mask in class.

Face Shields

It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of face shields for normal everyday activities or as a substitute for masks. Some people may choose to use a face shield when sustained close contact with other people is expected. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use. Plastic face shields for newborns and infants are NOT recommended. For more information on why face shields are NOT a substitute for face masks, <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Students with Financial or Emotional Hardships

Being a student can be hard. Your lives are changing, and college can be a stressful environment (especially under current circumstances). There is no shame in struggling with this. If you are feeling depressed or otherwise concerned about your mental health, please reach out to UGA's Counseling and Psychiatric Services (CAPS). Their website is <http://uhs.uga.edu/caps/welcome>.

If you are experiencing financial hardships, UGA has a number of services that may help. These include, but are not limited to, food pantries, hygiene closets, school supply closets, provision of professional clothes, and work-study arrangements. These are free services. A summary of services provided by UGA is here: https://financialhardship.uga.edu/content_page/food-andnecessities.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Grading:

Unfortunately, thanks to COVID-19 and the need to maintain flexibility, participation will especially crucial this semester. Thus, your grade will be calculated from the following components:

- **30%** - Active participation, both in class and on online discussion boards
- **5%** - Regular involvement
- **35%** - Three non-cumulative exams (10% for the first two, 15% for the final)
- **20%** - Reflection paper
- **10%** - Article summaries

Participation (30%) and Regular involvement (5%)

The best way to learn is through debate, discussion and asking questions – all of which require your participation in discussion sections. I expect that for each discussion, you have watched the accompanying lecture and read any assigned material. Your participation grade has a couple of dimensions to it:

- Discussing material in class. You will have the option of attending discussion sections in person, or virtually over Zoom. **Your choice of attendance method will not impact your grade.**
 - If you choose face to face attendance, you may (at any time) opt instead to attend Friday's virtual discussion section instead. So long as you attend one discussion section by the end of the week (in face or virtual), you will receive full involvement credit.
 - Quality, not quantity, will dictate this part of your participation grade. To participate effectively, be sure to attend class prepared: watch the lectures, read assigned material, and take notes of key concepts or questions you might have.
- Discussing material online. To supplement our in-class discussion time, discussion forums will be created on ELC for each week. I will post a few questions to start discussion, and you will decide where discussion goes! Some ways to contribute to online discussions:
 - Responding to one of the questions that I have posted,
 - Posting topics or asking questions of your own that interest you (related to the topic of that week)
 - Relating materials we have read to an IO you're interested in,
 - Asking a question about confusing material or concepts (each week, I will create a thread for "Assigned Reading Questions")
 - Answering other's questions about confusing materials or concepts.

Naturally, this online discussion will look different week to week, but anyone contributing ***TWO*** quality online responses each week will get full credit for online participation. Quality responses will be at least a few sentences in length and demonstrate engagement with lecture material and/or readings.

Exams (35% - 10% for first two, and 15% for the final)

Lectures and class discussions are intended to supplement, not duplicate, the readings. Exams will draw upon both readings and class material. Each exam is non-cumulative, and will consist of multiple choice, true/false, and short essay questions.

All exams will be on ELC. Rather than make things more stressful through proctoring, each exam will be open note, and available to be started for 72 hours after it has been posted. While exams are open note, they will be timed: you will have two hours to complete the exams once they have been started.

Reflection Paper (20%)

During the semester, you will write a 5-6 page paper analyzing an IO, its structure, and its effectiveness. You must obtain my approval for your intended topic, but I'm very open to each of you following your own interests. This paper should be written like a policy brief with the following form –

- A title that clearly communicates the IO you are examining, and your argument regarding its effectiveness.
- A concise description of the IO, including its history, structure, and any other major actors involved.
- An examination of key IO features (how does it enforce rules and decisions? What things does the IO do?) and what IO research says about these features.
- A comparison to another IO of similar operation and structure – what's different about the two IOs, and how do these differences impact effectiveness?
- Provide at least two specific recommendations to improve the IO. This might be recommending some way to enforce decisions, expanding the IO's scope, or even dismantling the IO and creating a new one.

Your discussion of IO features, effectiveness, and recommendations should all be grounded in literature – the articles from class will provide a good basis for this, but you will likely need to complete some independent research on your issue area.

Pieces of this project will be due throughout the semester, and it is my intention that first drafts be completed before Thanksgiving break. Pieces of the paper will be due at 11:59 on each day listed:

- Topic Proposal (2 points)
- Annotated bibliography for at least 10 sources (2 points)
- IO description – history, structure, and major players (2 points)
- Comparison to similar IO (2 points)
- First draft (2 points)
- Final draft (10 points)

Article Summaries (10%)

The final piece of your grade will be two article summaries you will write during the semester. These one-page summaries will describe the article in question, including a summary of key concepts and the major dimensions of the article including research question, theory, hypotheses, methodology, and conclusions. These are necessarily short – you will need to synthesize big ideas into concise takeaways. These will then be uploaded to our ELC page, for everyone to use for their own notes and studying!

On the first day of class, a sign-up sheet will be distributed. Please choose at least one article I have assigned. The other article should be any scholarly journal article that A) deals with international

organizations and B) is directly related to that week's topic. If you are unsure whether an article fits these criteria, please let me know!

Grading Scale

Grades are constructed to reflect the university standards posted at http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	93-100 points
A-	90-92 points
B+	87-89 points
B	83-86 points
B-	80-82 points
C+	77-79 points
C	73-76 points
C-	70-72 points
D	60-69 points
F	Fewer than 60 points

Academic Honesty

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

The bottom line is simple – do not plagiarize the work of fellow students or other resources. This means that your exams are entirely your own work with no assistance from anyone else; papers are your own work (although suggestions and peer review from others are highly encouraged); and any material drawn from other sources should be properly cited. If you have questions about this, please contact me.

Class Discussion and Debate

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

Changes to the Syllabus

Please be sure to check ELC and your email often – updates may be sent through either. Remember that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Virtual Office Hours and Responses

My office hours are from 1-3pm on Mondays and Wednesdays, or by appointment. This semester, my office hours will be virtual, so please send me an email if you would like to meet during this timeframe.

Any communication from me will primarily be over email, so check it often. Given we might need to move completely online if someone contracts COVID, this is crucial. I do my best to answer emails within 24 hours, but may not return emails that quickly in some cases (for instance, an email on Friday may not be answered until Monday).

Preliminary Course Schedule

(Unless specifically noted, assignments are due at 11:59 on their assigned day.)

Week 1: Syllabus review

- Friday, August 21
 - Read the Syllabus

Week 2: Introduction – Realism, Liberalism, and International Organizations

- Monday, August 24
 - No assignments.
- Wednesday, August 26
 - Watch <https://www.youtube.com/watch?v=NRdV9bnNMIw>
 - Read “Mearsheimer, J.J., 1994. The false promise of international institutions. *International Security*, 19(3), pp.5-49”
- Friday, August 28
 - Read “Keohane, R.O. and Martin, L.L., 1995. The promise of institutionalist theory. *International Security*, 20(1), pp.39-51”
 - **TOPIC PROPOSAL DUE – Email to me**

Week 3: Cooperation

- Monday, August 31
 - Read: <https://www.scmp.com/comment/insight-opinion/article/2091420/why-trump-test-case-tit-tat-foreign-relations>
- Wednesday, September 2
 - Read “Axelrod, R. and Keohane, R.O., 1985. Achieving cooperation under anarchy: Strategies and institutions. *World Politics*, 38(1), pp.226-254”
- Friday, September 4
 - Read “Fearon, J.D., 1998. Bargaining, enforcement, and international cooperation. *International Organization*, 52(2), pp.269-305.”

Week 4: The design of International Organizations

- Monday, September 7 – **LABOR DAY – No class**

- Wednesday, September 9
 - Read “Koremenos, B., Lipson, C. and Snidal, D., 2001. The rational design of international institutions. *International Organization*, 55(4), pp.761-799”
- Friday, September 11
 - Read “Abbott, K.W. and Snidal, D., 1998. Why states act through formal international organizations. *Journal of Conflict Resolution*, 42(1), pp.3-32.”

Week 5: Compliance (and the Terrible, Horrible, No Good, Very Bad Selection Effects)

- Monday, September 14
 - Read “Chayes, A. and Chayes, A.H., 1993. On compliance. *International Organization*, 47(2), pp.175-205.”
- Wednesday, September 16
 - Read: “Downs, G.W., Rocke, D.M. and Barsoom, P.N., 1996. Is the good news about compliance good news about cooperation?. *International Organization*, 50(3), pp.379-406.”
- Friday, September 18 – **I’m taking an exam - No Discussion Section or Lecture**
 - **ANNOTATED BIBLIOGRAPHY DUE**

Week 6: The Function of IOs (and intro to NGOs)

- Monday, September 21
 - Read: “Barnett, M.N. and Finnemore, M., 1999. The politics, power, and pathologies of international organizations. *International Organization*, 53(4), pp.699-732.”
- Wednesday, September 23 – **Exam Review**
 - Read: “Reimann, K.D., 2006. A view from the top: International politics, norms and the worldwide growth of NGOs. *International Studies Quarterly*, 50(1), pp.45-67.”
- Friday, September 25
 - Exam 1 posted, open until 11:59 on Sunday, September 27th.

Week 7: Life, Death (And Zombies)

- Monday, September 28
 - Read: “The History of the International Telecommunication Union”
- Wednesday, September 30
 - Read “Eilstrup-Sangiovanni, M., 2018. Death of international organizations. The organizational ecology of intergovernmental organizations, 1815-2015. *The Review of International Organizations*, pp.1-32.”
- Friday, October 2
 - Read “Gray, J., 2018. Life, death, or zombie? The vitality of international organizations. *International Studies Quarterly*, 62(1), pp.1-13”

Week 8: How States use IOs, and International Law

- Monday, October 5

- Read: “Mansfield, E.D. and Pevehouse, J.C., 2008. Democratization and the varieties of international organizations. *Journal of Conflict Resolution*, 52(2), pp.269-294.”
- Wednesday, October 7
 - Read: Poast, P. and Urpelainen, J., 2013. Fit and feasible: Why democratizing states form, not join, international organizations. *International Studies Quarterly*, 57(4), pp.831-841.”
- Friday, October 9
 - Read: “Shaffer, G., & Pollack, M. (2012). *Hard and Soft Law*. In J. Dunoff & M. Pollack (Eds.), *Interdisciplinary Perspectives on International Law and International Relations: The State of the Art* (pp. 197-222). Cambridge: Cambridge University Press.”
 - **Paper – IO Description, Function, Major Players, ect. DUE!**

Week 9: International Trade

- Monday, October 12
 - Listen to BBC Documentary – Inside the IMF
 - <https://www.bbc.co.uk/programmes/p00cx663>
- Wednesday, October 14
 - Read “Przeworski, Adam, and James Raymond Vreeland. “The Effect of IMF Programs on Economic Growth.” *Journal of Development Economics* 62: 385-421.”
- Friday, October 16
 - Read “Büthe, T. and Milner, H.V., 2008. The politics of foreign direct investment into developing countries: increasing FDI through international trade agreements?. *American Journal of Political Science*, 52(4), pp.741-762.”

Week 10: Regional Governmental Organizations

- Monday, October 19
 - Read: Murithi, T. (2008). The African Union's evolving role in peace operations: the African Union Mission in Burundi, the African Union Mission in Sudan and the African Union Mission in Somalia. *African Security Studies*, 17(1), 69-82.
- Wednesday, October 21
 - Read: “Lim, D. Y. M., & Vreeland, J. R. (2013). Regional organizations and international politics: Japanese influence over the Asian Development Bank and the UN Security Council. *World Pol.*, 65, 34.”
- Friday, October 23
 - Read: Hobolt, S. B. (2016). The Brexit vote: a divided nation, a divided continent. *Journal of European Public Policy*, 23(9), 1259-1277.

Week 11: The UN Security Council

- Monday, October 26
 - Read “Bueno de Mesquita, B. and Smith, A., 2010. The pernicious consequences of UN Security Council membership. *Journal of Conflict Resolution*, 54(5), pp.667-686.”
- Wednesday, October 28
 - Watch The Death of Yugoslavia, Episode 5: “A Safe Area”
 - <https://www.youtube.com/watch?v=URZA6r5LLtk>
- Friday, October 30 – **FALL BREAK – No class**

Week 12: Alliances and the Laws of War

- Monday, November 2 - **No Discussion Section – Exam 2**
 - Exam will be posted Monday morning, and will remain active until Wednesday, November 4th at 11:59pm
- Wednesday, November 4
 - Read: “Kinne, B.J., 2018. Defense Cooperation Agreements and the Emergence of a Global Security Network. *International Organization*, 72(4), pp.799-837.”
- Friday, November 6
 - Read: “Morrow, J.D., 2007. When do states follow the laws of war?. *American Political Science Review*, 101(3), pp.559-572.”
 - **Comparison to a similar IO due!**

Week 13: Human Rights Law

- Monday, November 9
 - No readings.
- Wednesday, November 11
 - Fariss, Christopher J. Forthcoming. “The Changing Standard of Accountability and the Positive Relationship between Human Rights Treaty Ratification and Compliance.” *British Journal of Political Science*: <https://doi.org/10.1017/S000712341500054X>.
- Friday, November 13
 - Read: Lupu, Yonatan. 2013. “The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects.” *American Journal of Political Science* 57 (4): 912-925.

Week 14: International Courts

- Monday, November 16
 - <https://www.americanprogress.org/issues/security/reports/2018/03/28/448415/international-justice-trial/>
 - Read Sections “Introduction and summary, A Patchwork of Courts, & The United States and the search for international justice”
 - Skim at least 2 historical cases, and anything else that interests you.
- Wednesday, November 18

- Read: “Kucik, J. and Pelc, K.J., 2016. Do International Rulings Have Spillover Effects?: The View from Financial Markets. *World Politics*, 68(4), pp.713-751”
- Friday, November 20
 - Read: “Hillebrecht, C., 2012. Implementing international human rights law at home: Domestic politics and the European Court of Human Rights. *Human Rights Review*, 13(3), pp.279-301.”

Week 15: Nuclear Cooperation

- Monday, November 23 – **LAST DAY OF IN PERSON CLASSES**
 - Read: “Fuhrmann, M. and Lupu, Y., 2016. Do arms control treaties work? Assessing the effectiveness of the nuclear nonproliferation treaty. *International Studies Quarterly*, 60(3), pp.530-539.
 - **First draft DUE!**
- Wednesday, November 25 – **THANKSGIVING BREAK – No class**
- Friday, November 27 – **THANKSGIVING BREAK – No class**

Week 16: International Non-Governmental Organizations

- Monday, November 30
 - Read: “Tallberg, J., Dellmuth, L.M., Agné, H. and Duit, A., 2018. NGO influence in international organizations: Information, access and exchange. *British Journal of Political Science*, 48(1), pp.213-238.
- Wednesday, December 2
 - Skim websites for Amnesty International and Human Rights Watch.
- Friday, December 4
 - Murdie, A., & Peksen, D. (2015). Women’s rights INGO shaming and the government respect for women’s rights. *The Review of International Organizations*, 10(1), 1-22.

Week 17: Environmental Agreements

- Monday, December 7
 - Read: “Köppel, M., & Sprinz, D. F. (2019). Do Binding Beat Nonbinding Agreements? Regulating International Water Quality. *Journal of Conflict Resolution*, 63(8), 1860-1888.”
- Wednesday, December 9
 - No Readings – Exam Review Session
 - **Final Paper DUE**
- Friday, December 11
 - Final exam posted, open until 11:59 on Sunday, December 13th.

Mental Health and Wellness Resources:

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- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.