

INTL 4240: International Organization

Spring 2022

Instructor:	Shanshan Lian	Time:	MWF 11:30am-12:20pm (CRN: 59979)
Email:	shanshan.lian@uga.edu	Place:	Caldwell Hall 102

Office Hours

- **Office Hours:** Candler Hall B01 – 12:30pm to 1:30pm on Mondays
- **Online Office Hours:** Zoom (Meeting ID can be found on eLC) – 12:30pm to 1:30pm on Mondays
- **Other Times:** By appointment

Course Description and Objectives

When do states cooperate? What does international cooperation look like? Hundreds of international organizations have been created in the last century. In this class, we will focus on the genesis, design, operations, effectiveness, change, and death of international organizations. The focus of the course will primarily be on formal intergovernmental organizations, although some attention will be paid to informal governance arrangements and non-governmental organizations. After outlining the major life-cycle of organizations, our attention will turn to issue areas where international cooperation may be needed. The focus on this part of the course will be on current academic research and research classics within each issue area.

This is an undergraduate course designed to make students both consumers of state-of-the-art research in this area and producers of advocacy projects for IO reform. As such, the focus will be on the social scientific study of these phenomena. The course is not a history class or a class on current events. Though current and historical event will be discussed, your grade will not depend on your rote memorization or discussion of these events. Instead, the focus will be on understanding the potential for international cooperation and the problems that can complicate the effectiveness of international organizations.

The class is divided into four major sections (1) IO formation, (2) IO design and operation, (3) IOs in different issues (I), and (4) IOs in different issues (II). At the end of this course, students should be able to convey an advanced understanding of international organizations and advocate for change in IOs.

Course Format

This course is in-person. All materials, including the slides and the additional materials, are available online through UGA's eLearning Commons (eLC) portal.

The course consists of **four modules**. Each module consists of **four topics**. You'll have a new topic a week and a new module every month. Each topic will include:

1. Two required readings of current or canonical academic research on the topic;
2. A set of slides on the topic, which will be uploaded onto eLC by the end of each week;
3. A set of additional materials/video links you could explore for further information on the topic.

You will have to complete a topic a week after the first week. For each module, the quiz and the assignment of advocacy project, will be due by Monday (January 31, February 28, April 4, and May 2).

I am here to help however I can. Please feel free to email at any time (shanshan.lian@uga.edu). I strive to answer all emails within 24 hours. I am happy to schedule a time to chat in person or over video.

Grading

- 60% - Four quizzes (one for each module) - Due on January 31, February 28, April 4, and May 2, respectively.
- 30% - Four assignments of advocacy project (one for each module) - Due on January 31, February 28, April 4, and May 2 **by 11:59 pm (EST)**, respectively.
- 10% - Attendance (5%) and participation (5%)

Quizzes

At the end of each module, there will be a short (around 20 questions) multiple choice quiz for you to complete. The quizzes will take place in Caldwell Hall 102 within regular Monday class periods during the semester (January 31, February 28, April 4, and May 2). The quizzes are **noncumulative**. Therefore, reading the materials, attending classes, and going over the set of slides for each of the module's four topics should prepare you for each quiz. **The quizzes are open note and open book.**

Important Due Dates for the Quizzes

Quiz 1	January 31, 11:30am – 12:20pm (EST)
Quiz 2	February 28, 11:30am – 12:20pm (EST)
Quiz 3	April 4, 11:30am – 12:20pm (EST)
Quiz 4	May 2, 11:30am – 12:20pm (EST)

Term Project Assignment

This semester, you'll not only be learning about IOs, you'll also be learning about how to advocate for change in IOs. In teams of 3, you'll pick one IO issue to focus on. Throughout the term, you'll then work together to produce four pieces of content advocating for a specific change in the public responses to your issue: a **flyer or infographic** to share, a **blog post** to expound on the infographic, a **letter** to be sent to a relevant official, and a **podcast** geared to a wide audience. Each assignment will have an idea stage, a draft stage, and the final product. In each module, you will complete one assignment. We will talk more about group member roles, responsibilities, and assessment in class. **The rubrics can be found on eLC.**

The due dates for each assignment are listed below. We will start working on the assignments on Fridays. Unless noted otherwise, each submission is due by 11:59pm on the first Monday following the Friday when the assignment is discussed. The final product of each assignment will be graded. And I will offer feedback on your works at the idea stage and at the draft stage.

Important Due Dates for the Term Project Assignment

Infographic:

Idea Stage (assigned on Jan. 14).....Jan. 17, by 11:59pm (EST)

Draft Stage (assigned on Jan. 21) Jan. 24, by 11:59pm (EST)

Final Product (assigned on Jan. 28).....Jan. 31, by 11:59pm (EST)

Blog Post:

Idea Stage (assigned on Feb. 11).....Feb. 14, by 11:59pm (EST)

Draft Stage (assigned on Feb. 18) Feb. 21, by 11:59pm (EST)

Final Product (assigned on Feb. 25).....Feb. 28, by 11:59pm (EST)

Advocacy Letter:

Idea Stage (assigned on Mar. 18).....Mar. 21, by 11:59pm (EST)

Draft Stage (assigned on Mar. 25) Mar. 28, by 11:59pm (EST)

Final Product (assigned on Apr. 1).....Apr. 4, by 11:59pm (EST)

Podcast:

Idea Stage (assigned on Apr. 15).....Apr. 18, by 11:59pm (EST)

Draft Stage (assigned on Apr. 22).....Apr. 25, by 11:59pm (EST)

Final Product (assigned on Apr. 29).....May. 2, by 11:59pm (EST)

Attendance

I will take attendance every class. There are **2 unexcused absences**. I do not need to know the reason for these absences. **Any unexcused absences after the 2 freebies will result in a half point deduction from your final attendance grade for each absence.**

Excused absences are given when I receive one of the following: an official UGA excuse, a medical note, or a student-athlete responsibility. [Documentation](#) is required for all of these (For more information, please see the [Class Attendance Policies](#)).

If you test positively for COVID-19, please email me (shanshan.lian@uga.edu) right away after you reported your positive test result via [DawgCheck](#).

Participation

Participation, including in-class interaction, in-class activities, and advocacy project assignments is worth 5% of your final grade. Keep in mind that a not-so-great attendance record can erase participation, because it's hard to participate if you are not around. **Even perfect attendance without active participation does not guarantee a good participation score.** The details can be found on the table below.

Notably, after the 2 freebies in attendance, any unexcused absences **on the Fridays for the term project** will also result in **0.2 point deduction** from your final participation grade for each absence.

5 points	Student attends classes and regularly participates in class discussions. Student contributions critically engage with the material and with class peers.
4 points	Student attends classes and regularly participates in class discussions. Student contributions critically engage with the material.
3 points	Student attends classes and regularly participates in class discussions. Student contributions involve examples from personal life but they lack critical engagement with the material.
2 points	Student attends classes and occasionally participates in class discussions.
1 points	Student attends classes but does not participate in the discussions.
0 points	Student does not attend the class.

Grading Scale

Your final grade will be calculated on the following scale:

- 94 to 100 – A 90 to 93 – A-
- 87 to 89 – B+ 84 to 87 – B 80 to 83 – B-
- 77 to 79 – C+ 74 to 77 – C 70 to 73 – C-
- 67 to 69 – D+ 64 to 67 – D 60 to 63 – D-
- 59 and below – F

Useful Information and University Policies

Make-up Quiz

Legitimate excuses for absence from a quiz (e.g., religious holiday, medical emergency, or illness) must be presented to the instructor and accepted prior to the quiz when feasible. Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. For more information about legitimate excuses, please refer to the [UGA class attendance policy](#).

Term Project Assignment Submission

If you miss a due date for a term project assignment, I will allow all groups one “freebie” or late submission request: your group can have extra 24 hours for the assignment. Please simply email the instructor (shanshan.lian@uga.edu). Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. Beyond the one free late submission request, please refer to the [UGA class attendance policy](#).

Changes to the Syllabus Could Occur

The following is taken verbatim from the [University Council](#): “The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

University Honor Code and Academic Honesty Policy

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 [the website of Office of Instruction](#).

We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please direct any questions to the instructor.

FERPA Statement

The following is taken verbatim from the [Syllabus Checklist](#):

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the [registrar's explanation](#). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar."

Disability Services

The following is taken verbatim from the [Disability Resource Center](#):

"If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting the [Disability Resource Center](#)"

The following is taken verbatim from the [document of Syllabus Creation](#):

"Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment."

I want to help all students succeed in this course!

Mental Health and Wellness Resources

The following is taken verbatim from the [University Council](#):

"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 the [website of Student Care and Outreach](#). 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](#) or [crisis support](#). If you need help managing stress anxiety, relationships, etc., please visit [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."

Some material in this course contains references to violence. We urge you to take your mental health seriously. There are campus resources to help.

Coronavirus Information for Students

- **Face Covering:**

Following guidance from the University System of Georgia, UGA continues to **strongly** encourage the wearing of face masks when inside campus buildings.

- **How can I obtain the COVID-19 vaccine?**

The University Health Center offers first, second and booster doses of the Pfizer vaccine free of charge to faculty, staff, students and their eligible dependents aged 16 and up. University Health Center is scheduling appointments for students through the [UHC Patient Portal](#). Learn more [here](#). The Georgia Department of Health, pharmacy chains and local providers also offer the COVID19 vaccine at no cost to you.

To find a COVID-19 vaccination location near you, please visit [here](#). In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one [here](#).

- **COVID-19 Testing and Location**

Surveillance testing remains important for tracking the pandemic in the UGA community. Tests on campus are free to faculty, staff and students. [Click here to schedule an appointment](#). Testing will be expanded through a pop-up locations at the Tate Student Center on January 11, 13, 18, 20, 25 and 27 from 10 a.m. – 2 p.m.

- **The CDC Guidance**

- *If you test positive for COVID-19, you need to **isolate** yourself.*

Everyone, regardless of vaccination status, please stay home for 5 days. If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and continue to wear a mask around others for 5 additional days. If you have a fever, please continue to stay home until your fever resolves.

You should report the need to quarantine on [DawgCheck](#) and communicate directly with your instructor (shanshan.lian@uga.edu) to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

- *If you were exposed to someone with COVID-19 **and** you have been boosted, **or** completed the primary series of Pfizer or Moderna vaccine within the last 6 months, **or** Completed the primary series of J&J vaccine within the last 2 months, you need to **quarantine** yourself.*

Please wear a mask around others for 10 days and test on day 5, if possible. If you develop symptoms, please get a test and stay home.

- *If you were exposed to someone with COVID-19 **and** you completed the primary series of Pfizer or Moderna vaccine over 6 months ago and are not boosted, **or** completed the primary series of J&J over 2 months ago and are not boosted, **or** are unvaccinated, here is what you need to do:*

Please stay home for 5 days. After that, you need to continue to wear a mask around others for 5 additional days. If you can't quarantine, you must wear a mask for 10 days. Please test on day 5 if possible. If you develop symptoms get a test and stay home

- **Monitoring Conditions**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit [UGA Coronavirus \(COVID-19\) Information and Resources](#).

Course Outline

Module 1: IO Formation

Topic 1: Intro to Course & Course Set-Up

January 10 - January 12 (Due Date of Discussion Board Self-Introduction on Wednesday)

- Required Reading: Syllabus
- Slides: Topic 1: Intro to Course & Course Set-Up
- Recommended Readings/Links:
 - READING: Pevehouse, J. and von Borzyskowski, I., 2016. International organizations in world politics. In *The Oxford Handbook of International Organizations*.
 - SLIDES: How to read (efficiently) – by Matthew Rains

Topic 2: Anarchy and Cooperation

January 12 - January 14 (Due Date of Signing Sheet for Advocacy Project on Friday)

- Required Readings:
 - Mearsheimer, J.J., 1994. The false promise of international institutions. *International Security*, 19(3), pp. 5-49.
 - Keohane, R. O. and Martin, L.L., 1995. The promise of institutionalist theory. *International Security*, 20(1), pp. 39-51.
- Slides: Topic 2: Anarchy and Cooperation
- Recommended Readings/Links:
 - VIDEO: [Major Theories of IR](#)
 - VIDEO: [Realism vs Liberalism](#)

Topic 3: Compliance

January 17 - January 21 (MLK Jr. Day – No Class on Monday & Due Date of Syllabus Quiz on Monday)

- Required Readings:
 - Chayes, A. and Chayes A.H., 1993. On compliance. *International Organization*, 47(2), pp.175-205.
 - 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.
- Slides: Topic 3: Compliance
- Recommended Readings/Links:
 - VIDEO: [GATT and WTO – Social Studies](#)
 - WEBSITE: [Treaty on the Non-Proliferation of Nuclear Weapons](#)

Topic 4: Cooperation and Bargaining

January 24 - January 28

- Required Readings:
 - Abbott, K. W. and Snidal, D., 1998. Why states act through formal international organizations. *Journal of Conflict Resolution*, 42(1), pp.3-32.
 - Fearon, J.D., 1998. Bargaining, enforcement, and international cooperation. *International Organization*, 52(2), pp.269-305.
- Slides: Topic 4: Cooperation and Bargaining
- Recommended Readings/Links:
 - OUTSIDE READING: Axelrod, R. and Keohane, R.O., 1985. Achieving cooperation under anarchy: Strategies and institutions. *World Politics*, 38(1), pp. 226-254.
 - VIDEO: [Game Theory: The Science of Decision-Making](#)

Module 2: IO Design and Formation**Topic 5: Alternatives Beyond Rational Design**

January 31 - February 4 (Quiz 1 and the Due Date of Advocacy Project Assignment for Module 1 on Monday)

- Required Readings:
 - Barnett, M.N. and Finnemore, M., 1999. The politics, power, and pathologies of international organizations. *International Organization*, 53(4), pp.699-732.
 - Nielson, D.L. and Tierney, M.J., 2003. Delegation to international organizations: Agency theory and World Bank environmental reform. *International Organizations*, 57(2), pp.241-276.
- Slides: Topic 5: Alternatives Beyond Rational Design
- Recommended Readings/Links:
 - VIDEO: [Martha Finnemore – The Origins and Evolution of Constructivism](#)
 - RELATED DATASET: [Environmental Sustainability Index \(ESI\)](#)

Topic 6: Bureaucratic Politics

February 7 - February 11

- Required Readings:
 - Johnson, T., 2013. Institutional design and bureaucrats' impact on political control. *The Journal of Politics*, 75(1), pp.183-197
 - Bauer, M.W. and Ege, J., 2016. Bureaucratic autonomy of international organizations' secretariats. *Journal of European Public Policy*, 23(7), pp.1019-1037.
- Slides: Topic 6: Bureaucratic Politics
- Recommended Readings/Links:
 - VIDEO: [Core Concepts in International Relations: Levels of Analysis](#)
 - RELATED DATASET: [The Yearbook of International Organizations](#)

Topic 7: Institutional Change and Death*February 14 - February 18*

- Required Readings:
 - Eilstrup-Sangiovanni, M., 2018. Death of international organizations. The organizational ecology of intergovernmental organizations, 1815-2015. *The Review of International Organizations*, pp.1-32.
 - Gray, J., 2018. Life, death, or zombie? The vitality of international organizations. *International Studies Quarterly*, 62(1), pp.1-13.
- Slides: Topic 7: Institutional Change and Death
- Recommended Readings/Links:
 - RELATED DATASET: [KOF Globalization Index](#)
 - RELATED DATASET: [Intergovernmental Organizations Dataset in the Correlates of War Project](#)

Topic 8: International Non-Governmental Organizations & IGOs*February 21 - February 25*

- Required Readings:
 - 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.
 - Tallberg, J., Sommerer, T., Squatrito, T. and Jönsson, C., 2014. Explaining the transnational design of international organizations. *International Organization*, 68(4), pp.741-774.
- Slides: Topic 8: International Non-Governmental Organizations & IGOs
- Recommended Readings/Links:
 - WEBSITE: [UN and Non-Governmental Organizations](#)
 - OUTSIDE READING: Cheng, Huimin, Ye Wang, Ping Ma, and Amanda Murdie. Forthcoming. "Communities and Brokers: How the Transnational Advocacy Network Simultaneously Provides Social Power and Exacerbates Global Inequalities." *International Studies Quarterly*.

Module 3: IOs in Different Issues (I)**Topic 9: UN Security Council***February 28 - March 4 (Quiz 2 and the Due Date of Advocacy Project Assignment for Module 2 on Monday)*

- Required Readings:
 - Voeten, E., 2005. The political origins of the UN Security Council's ability to legitimize the use of force. *International Organization*, 59(3), pp.527-557.
 - 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.
- Slides: Topic 9: UN Security Council
- Recommended Readings/Links:
 - VIDEO: [Who Picked the UN Security Council? \(Short Animated Documentary\)](#)
 - VIDEO: [UN Peacekeeping: How do they decide to start a new mission?](#)

*** March 7 - March 11 (Spring Break – No Class)

Topic 10: Military Alliances

March 14 - March 18

- Required Readings:
 - Leeds, B.A., 2003. Do alliances deter aggression? The influence of military alliances on the initiation of militarized interstate disputes. *American Journal of Political Science*, 47(3), pp.427-439.
 - Kinne, B.J., 2018. Defense Cooperation Agreements and the Emergence of a Global Security Network. *International Organization*, 72(4), pp.799-837.
- Slides: Topic 10: Military Alliances
- Recommended Readings/Links:
 - VIDEO: [Every Military Alliance Explained: All Of The World's Alliances](#)
 - RELATED DATASET: [COW Formal Alliances](#)

Topic 11: Nuclear Cooperation

March 21 - March 25

- Required Readings:
 - Colgan, J.D. and Miller, N.L., 2019. Rival Hierarchies and the Origins of Nuclear Technology Sharing. *International Studies Quarterly*, 63(2), 00.310-321.
 - 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.
- Slides: Topic 11: Nuclear Cooperation
- Recommended Readings/Links:
 - VIDEO: [What Countries Have Nuclear Weapons?](#)
 - VIDEO: [Should More Countries Have Nuclear Weapons?](#)

Topic 12: International Courts

March 28 - April 1 (No Class on Wednesday and Friday for ISA)

- Required Readings:
 - Simmons, Beth A. and Allison Danner, 2010. Credible Commitments and the International Criminal Court. *International Organization*, 64(2), pp.225-256.
 - Helfer, Laurence R. and Erik Voeten, 2014. International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe. *International Organization*, 68(1), pp.77-110.
- Slides: Topic 12: International Courts
- Recommended Readings/Links:
 - VIDEO: [The ICC Process](#)
 - VIDEO: [ECHR - Film on the European Court of Human Rights](#)

Module 3: IOs in Different Issues (II)

Topic 13: Trade Cooperation

April 4 - April 8 (Quiz 2 and the Due Date of Advocacy Project Assignment for Module 2 on Monday)

- Required Readings:
 - Bütte, 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.
 - 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.
- Slides: Topic 13: Trade Cooperation
- Recommended Readings/Links:
 - WEBSITE: [Dispute settlement activity — some figures](#)
 - WEBSITE: [Number of policy areas covered in Preferential Trade Agreements \(PTAs\), 1950-2018](#)

Topic 14: Environment

April 11 - April 15 (No Class on Monday for IA Speaker Series)

- Required Readings:
 - Bättig, M. B. and Bernauer, T., 2009. National institutions and global public goods: are democracies more cooperative in climate change policy?. *International Organization*, 63(2), pp.281-308.
 - Bechtel, M.M., Genovese, F. and Scheve, K.F., 2019. Interests, norms and support for the provision of global public goods: the case of climate co-operation. *British Journal of Political Science*, 49(4), pp.1333-1355.
- Slides: Topic 14: Environment
- Recommended Readings/Links:
 - OUTSIDE READING: Bernauer, Thomas, and Tobias Böhmelt. "National climate policies in international comparison: the climate change cooperation index." *Environmental Science & Policy* 25 (2013): 196-206.
 - RELATED DATASET: [International Environmental Agreement \(IEA\) Database Project](#)

Topic 15: Democratization

April 18 - April 22

- Required Readings:
 - Mansfield, E.D. and Pevehouse, J.C., 2008. Democratization and the varieties of international organizations. *Journal of Conflict Resolution*, 52(2), pp.269-294.
 - Nygård, H.M., 2017. The role of international organizations in regime transitions: How IGOs can tie a dictator's hands. *Conflict Management and Peace Science*, 34(4), pp.406-430.
- Slides: Topic 15: Democratization
- Recommended Readings/Links:
 - RELATED DATASET: [V-Dem dataset](#)
 - RELATED DATASET:: [The Polity5 Project](#)

Topic 16: Humanitarian/ Human Rights Laws

April 25 - April 29

- Required Readings:
 - Morrow, J.D., 2007. When do states follow the laws of war?. *American Political Science Review*, 101(3), pp.559-572.
 - 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.
- Slides: Topic 16: Humanitarian/ Human Rights Laws
- Recommended Readings/Links:
 - RELATED WEBSITE: [The database of human rights agreements](#)
 - VIDEO: [Responsibility to Protect?](#)

Quiz 4 and Advocacy Project

Quiz 4 and the Due Date of Advocacy Project for Module 4 are on Monday, May 2.