

INTL 4240: International Organization

Spring 2023

Instructor:	Shanshan Lian	Time:	MWF 11:30 am-12:20 pm (CRN: 49033)
Email:	shanshan.lian@uga.edu	Place:	Sanford Hall 0212

Office Hours

- **Office Hours:** Candler Hall B01 – 12:30 pm to 1: 30 pm on Fridays
- **Online Office Hours:** Zoom – 12:30 pm to 1:30 pm on Fridays
- **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 every week. For each module, the quiz and the assignment of advocacy project, will be due by Monday (January 30, February 27, April 3, and May 1).

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 September January 30, February 27, April 3, and May 1, respectively.
- 30% - Four assignments of advocacy project (one for each module) - Due on January 30, February 27, April 3, and May 1 **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 107 within regular Tuesday class periods during the semester (January 30, February 27, April 3, and May 1). 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 30, 11:30 am-12:20 pm (EST)
Quiz 2	February 27, 11:30 am-12:20 pm (EST)
Quiz 3	April 3, 11:30 am-12:20 pm (EST)
Quiz 4	May 1, 11:30 am-12:20 pm (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 Thursdays. Unless noted otherwise, each submission is due by 11:59pm on the first Tuesday following the Thursday 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. 13).....Jan. 16, by 11:59pm (EST)

Draft Stage (assigned on Jan. 20) Jan. 23, by 11:59pm (EST)

Final Product (assigned on Jan. 27) Jan. 30, by 11:59pm (EST)

Blog Post:

Idea Stage (assigned on Feb. 10).....Feb. 13, by 11:59pm (EST)

Draft Stage (assigned on Feb. 17) Feb. 20, by 11:59pm (EST)

Final Product (assigned on Feb. 24) Feb. 27, by 11:59pm (EST)

Advocacy Letter:

Idea Stage (assigned on Mar. 17).....Mar. 20, by 11:59pm (EST)

Draft Stage (assigned on Mar. 24) Mar. 27, by 11:59pm (EST)

Final Product (assigned on Mar. 31) Apr. 3, by 11:59pm (EST)

Podcast:

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

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

Final Product (assigned on Apr. 28) May 1, 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](#).).

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.** What is more, **disruptive behaviors will result in one point deduction.** The details can be found on the table below.

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

A note on participation: Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will be certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

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.

Prohibition on Recording Lecture

The following is taken verbatim from [LINK](#):

"In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws."

Preferred Name and Pronouns

The following is taken verbatim from the [Inclusive Statements for Syllabi](#):

"Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records."

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."

Coronavirus Information for Students

I can offer accommodations for students with positive COVID-19 tests. Students who test positive SHOULD BE accommodated.

I'll accommodate students who test positive for COVID as I would have accommodated ill students prior to the pandemic. I will assist students who may need to isolate per CDC guidelines, students with Disability Resource Center (DRC)-recommended accommodations, or other circumstances that may require a student to occasionally miss a class. For all other students, classes must continue to be offered in an in-person format.

Please email me (shanshan.lian@uga.edu) when you need the accommodation.

Useful Campus Resources

There are many campus resources that can help you with your academic performance and assist you during the semester. I urge you to check out the [Division of Academic Enhancement](#) and the [Writing Center](#)

Some material in this course contains references to violence. I urge you to take your mental health seriously. There are campus resources to [help](#).

Course Outline

Module 1: IO Formation

Topic 1: Intro to Course & Course Set-Up

January 9

- 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 11 - January 13 (Syllabus Quiz and 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 16 - January 20 (MLK Jr. Day – No Class 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 23 - January 27

- 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 30 - February 3 (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 6 - February 10

- 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 13 - February 17

- 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 20 - February 24

- 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 27 - March 3 (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 6 - March 10 (Spring Break – No Class)

Topic 10: Military Alliances

March 13 - March 17

- 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 20 - March 24

- 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 27 - March 31

- 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 4: IOs in Different Issues (II)

Topic 13: Trade Cooperation

April 3 - April 7 (Quiz 3 and the Due Date of Advocacy Project Assignment for Module 3 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 10 - April 14

- 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 17 - April 21

- 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 24 - April 28

- 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 1.