

INTL 4240: INTERNATIONAL ORGANIZATION

Spring 2024

Instructor:	Joowon Yi	Time:	12:45–2:00
Email:	joowon.yi@uga.edu	Place:	Sanford 209

1. Class Guidelines

Course Pages:

- <https://uga.view.usg.edu/d2l/home/3066544>

Office Hours: Rm 303, 202 Herty Dr. TTh 11:30 - 12:30, or by appointment. Virtual Office Hours are available at <https://zoom.us/j/3990837355>.

Objectives: The study of international organizations is centered on the question of their emergence, functions, and effects on global and domestic politics. In this course, students will explore various international organizations shaping inter/intra-state politics today and understand the theoretical and empirical issues behind them. In particular, students will be (better) able to:

- explain theoretical frameworks designed to understand various aspects of international organizations;
- identify important and emerging issue areas that states and non-state actors cooperate and generate institutional solutions;
- understand why and how these solutions might work or fail;
- find their own areas of interest within the field of international organizations and institutions;
- understand various case selection strategies and why some are more appropriate depending on their research questions and arguments;
- write a research paper based on their case studies, potentially leading to a publication in (undergraduate) political science academic journals.

Course Learning Environment: Every student should feel comfortable speaking in this class. We will value the opinions and ideas of our colleagues very highly. As an instructor, I will promote a classroom environment that encompasses differences in culture, background, and experience among individuals and groups.

Grading Policy: Mid-term Quiz (15%), Keywords Search (15%), Case Selection (15%), Final Essay (35%), Class Participation (10%), Attendance (10%).

- Mid-term Quiz (15%): The quiz consists of five short-answer questions and two short-essay questions (the format is subjected to change – the instructor will offer the detailed instructions in the class).
- Keywords Search (15%): Students will submit a one-page assignment that includes three paragraphs (sections) corresponding to each of the following —

- *From Keywords to Research Question* (5%): Student selects three keywords that will be used for generating a research question from the word list provided by the instructor.
- *Existing Research* (5%): Using the three keywords and formulated research question, students will identify up to three research articles that address, answer, or describe the issue area they are interested in.
- *Response* (5%): Find out whether the existing research fully answered students' original research question. If no, explain the reasons why you find that the existing answers fell short. If yes or partially yes, what can be done more? Are there any other related aspects/processes/outcomes we can study further? Do you agree with the authors' answers?

The due is 2/12 (Monday), 10am.

- Case Selection (15%): Students will submit a one-page assignment that includes three paragraphs (sections) corresponding to each of the following —
 - Identify the unit of observation and range of cases (5%)
 - Select a case(s) (5%)
 - Explain the case selection methods used, based on students' research questions and arguments (5%)

The due is 3/18 (Monday), 10am.

- Final Essay (35%): This essay identifies one research question, ideally from in-class discussions and a research proposal. Students will provide their own answers (which can be based on the existing theories) to the question and test their answers using *a case study*. The grading will be based on —
 - Finding an interesting research question extended from the readings and class discussions (7%)
 - Coming up with the theoretical arguments and testable hypotheses (8%)
 - Selecting a proper case(s) for answering the question and explaining the case selection strategy (8%)
 - Testing the case(s) with the hypotheses (7%)
 - Summarizing the paper and describing what we know better after reading your paper (5%).

The due is 5/3 (Friday), 3pm. The paper format is double-spaced, 12pt, Times New Roman, 1,500 words maximum (about 5-7 pages). Please provide the word count on the front page. For citation, please follow [the APSA style manual for political science](#). Students should submit their papers to the course page in *eLearning Commons (eLC)*.

- Participation (10%): We will use Weeks 1, 2, and 3 as “practice weeks” to familiarize ourselves with how individual participation will be graded in the coming weeks. Students are highly encouraged to use these three weeks to test their participation and check in with the instructor.

In general, five points can be earned per week through participating in class discussions beginning in Week 4 (a total of six grading weeks – 4, 6, 7, 11, 14, 15). Students will choose two class weeks based on their interests. Students will serve as *primary discussants* in their chosen weeks and will be given priority to speak in class discussions. Students will be asked to submit their preferences by Week 3 (1/23). Seven to eight students will be drawn to each participation week based on their preference ordering.

- **Attendance (10%):** The instructor will call the attendance every class. Full credits will be given to those who have up to three absences without justifications. One point will be deducted for each absence without justification after the first three absences. Please find more information in the attendance policy section.
- The overall class grade will be calculated on the following scale:
 - $A \geq 94$
 - $A- \geq 90$ and $< A$
 - $B+ \geq 87$ and $< A-$
 - $B \geq 84$ and $< B+$
 - $B- \geq 80$ and $< B$
 - $C+ \geq 77$ and $< B-$
 - $C \geq 74$ and $< C+$
 - $C- \geq 70$ and $< C$
 - $D \geq 60$ and $< C-$
 - $F < D$

Grading Disputes: If a student wishes to dispute a graded assignment, the student can send the instructor a one-page memo within one week of receiving the graded assignment. The memo should respond to the feedback on the assignment from the instructor. The instructor will carefully review the assignment and its grade, given that the memo provides a reason to do so. After regrading, students must accept the reviewed grade, even if the grade is lower than the original assignment.

Late Work Policy: Late work is defined as submitting the assignments after the established deadline. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy.

- There will be no late work policy for the mid-term quiz.
- ‘Keywords search’ submitted after 2/12, 10am but before 2/13, 10am (via eLC) will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.
- ‘Case selection’ submitted after 3/18, 10am but before 3/19, 10am (via eLC) will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.
- Final papers submitted after 5/3, 3pm but before 5/4, 3pm (via eLC) will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.

Attendance Policy: Students are expected to attend class and to complete all assignments. To be considered for an excused absence, the student must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible, students must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why the notice could not be sent.

Important Dates:

1/23 (Tuesday)	Survey for <i>primary discussants</i> weeks
2/12, 10am, eLC (Monday)	Keywords search
2/29, in-class (Thursday)	Mid-term quiz
3/18, 10am, eLC (Monday)	Case selection
5/3, 3pm, eLC (Friday)	Final essay

2. University Policies

The following class policy statements are provided by the Center for Teaching and Learning, University of Georgia, and revised by the instructor as deemed appropriate.

Academic honesty: Please see the UGA 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.

I expect the students to be fully aware of and follow the Student Honor Code. When in doubt, please always ask me in advance.

In addition, unless explicitly stated, artificial intelligence-based technologies, such as Chat-GPT, must not be used to generate responses for student assignments. The use of such programs for any course assignments, including your research proposal and final papers, exams, and in-class participations, is not allowed in this course and could result in failing this class and other undesirable outcomes.

Disclaimer: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Accommodations due to disability: 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 <http://drc.uga.edu>. See https://drc.uga.edu/content_page/sample-access-statements for additional examples.

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.

FERPA Notice: FERPA Notice (e.g., The Federal Family Educational Rights and Privacy Act (FERPA)) grants students certain information privacy rights. See the registrar’s explanation at <https://reg.uga.edu/general-information/ferpa>. 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.)

3. Course Outline

Most required readings are available at Google Scholar and the University Library website. They will be also accessible via the class website.

Part I: Theories of International Organizations

Week 1: Introduction

- 1/9: Syllabus review, no reading.
- 1/11: Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5–49.

Week 2: IR Theories and IOs

- 1/16: Keohane, Robert O., and Lisa L. Martin. "The Promise of Institutional Theory." *International Security* 20, no. 1 (1995): 39–51.
- 1/18: Barnett, Michael, and Raymond Duvall. "Power in International Politics." *International Organization* 59, no. 1 (2005): 39–75.

Week 3: Emergence

- 1/23: Axelrod, Robert, and Robert O. Keohane. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* 38, no. 1 (1985): 226–54.
- 1/25: Fearon, James D. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52, no. 2 (1998): 269–305.

Week 4: Growth

- 1/30: Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. "Introduction: The International Diffusion of Liberalism." *International Organization* 60, no. 4 (October 2006): 781–810.
- 2/1: Davis, Christina L., and Meredith Wilf. "Joining the Club: Accession to the GATT/WTO." *The Journal of Politics* 79, no. 3 (July 2017): 964–78.

Week 5: Research I

- 2/6: Adebajo, Adekeye. "Post-Colonial Global Governance 1." In *International Organization and Global Governance*, 3rd ed. Routledge, 2023.
- 2/8: Lecture (Keywords Search)

Week 6: Institutional Design

- 2/13: Koremenos, Barbara, Charles Lipson, and Duncan Snidal. "The Rational Design of International Institutions." *International Organization* 55, no. 4 (2001): 761–99.

- 2/15: Lall, Ranjit. “Beyond Institutional Design: Explaining the Performance of International Organizations.” *International Organization* 71, no. 2 (April 2017): 245–80.

Week 7: Changes and Deaths

- 2/20: Parizek, Michal, and Matthew D Stephen. “The Increasing Representativeness of International Organizations’ Secretariats: Evidence from the United Nations System, 1997–2015.” *International Studies Quarterly* 65, no. 1 (March 8, 2021): 197–209.
- 2/22: Eilstrup-Sangiovanni, Mette. “Death of International Organizations. The Organizational Ecology of Intergovernmental Organizations, 1815–2015.” *The Review of International Organizations* 15, no. 2 (April 1, 2020): 339–70.

Week 8: Compliance

- 2/27: Von Stein, Jana. “Do Treaties Constrain or Screen? Selection Bias and Treaty Compliance.” *The American Political Science Review* 99, no. 4 (2005): 611–22.
- 2/29: Mid-term quiz

Week 9: Spring Break (No Classes)

Week 10: Research II

- 3/12: Peritz, Lauren. “When Are International Institutions Effective? The Impact of Domestic Veto Players on Compliance with WTO Rulings.” *International Studies Quarterly* 64, no. 1 (March 1, 2020): 220–34.
- 3/14: Review & Seawright, Jason, and John Gerring. 2008. “Case selection techniques in case study research: A menu of qualitative and quantitative options.” *Political research quarterly* 61(2): 294–308.

Part II: Empirical Studies on International Organizations

Week 11: Domestic Politics

- 3/19: Vries, Catherine E. De, Sara B. Hobolt, and Stefanie Walter. “Politicizing International Cooperation: The Mass Public, Political Entrepreneurs, and Political Opportunity Structures.” *International Organization* 75, no. 2 (February 2021): 306–32.
- 3/21: Chaudoin, Stephen. “How International Organizations Change National Media Coverage of Human Rights.” *International Organization* 77, no. 1 (January 2023): 238–61.

Week 12: Human Rights and Security

- 3/26: Murdie, Amanda, and David R. Davis. 2010. “Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars.” *Human Rights Quarterly* 32(1): 49–72.
- 3/28: Subjected to change (conference)

Week 13: Finance

- 4/2: Steinwand, Martin C., and Randall W. Stone. “The International Monetary Fund: A Review of the Recent Evidence.” *The Review of International Organizations* 3, no. 2 (June 1, 2008): 123–49.
- 4/4: Subjected to change (conference)
- Qian, Jing, James Raymond Vreeland, and Jianzhi Zhao. “The Impact of China’s AIIB on the World Bank.” *International Organization* 77, no. 1 (January 2023): 217–37.

Week 14: Security I

- 4/9: Duursma, Allard. 2020. “African Solutions to African Challenges: The Role of Legitimacy in Mediating Civil Wars in Africa.” *International Organization* 74(2): 295–330.
- 4/11: Fuhrmann, Matthew, and Yonatan Lupu. “Do Arms Control Treaties Work? Assessing the Effectiveness of the Nuclear Nonproliferation Treaty.” *International Studies Quarterly* 60, no. 3 (2016): 530–39.

Week 15: Security II

- 4/16: Howard, Lise Morjé, and Alexandra Stark. “How Civil Wars End: The International System, Norms, and the Role of External Actors.” *International Security* 42, no. 3 (January 1, 2018): 127–71.
- 4/18: Piazza, James A, and Seung-Whan Choi. 2018. “International Military Interventions and Transnational Terrorist Backlash.” *International Studies Quarterly* 62(3): 686–95. (subjected to change)

Week 16: Environment and Human Rights

- 4/23: Arias, Sabrina B. “Who Securitizes? Climate Change Discourse in the United Nations.” *International Studies Quarterly* 66, no. 2 (June 1, 2022).
- 4/25: Murdie, Amanda M., and David R. Davis. “Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs.” *International Studies Quarterly* 56, no. 1 (2012): 1–16. (Class wrap-up)