



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

INTL 4240
International Organizations
Term: Fall 2026

Instructor: Carrie (Ha Eun) Park

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Class Schedule: Tuesday/Thursday 1:15-2:35

Course Description and Objectives

What are international organizations? Why do they exist? what are their functions? Are they still relevant in today's global political economy where populism is on the rise? In this course, we seek to answer these questions by focusing on international organization's design, operations, effectiveness, formality, vitality, and death. In this class, we primarily focus on intergovernmental organizations, which are part of international organizations, but we also identify non-governmental organizations and how they function. This course, therefore, examines how different types of international organizations shape inter and intra-state relations.

This course is divided into the following four major sections: 1) Formation of intergovernmental organizations, 2) International organization Designs, and 3) Empirical Studies on International Organizations. First two sections will primarily focus on theoretical perspectives while the last section will review these theoretical concepts using empirical examples. The readings vary in their use of methodology. This course, therefore, emphasizes the importance of understanding theories and their application in understanding international organizations and international relations.

This is an undergraduate course designed to study international organization social scientifically. While we will examine historical context and contemporary events related to international organization, this course is not intended to be a history course nor to provide current events. Accordingly, this course focuses on developing students' ability to construct theoretical and analytical arguments, identify important and emerging issues, and conduct research on relevant topics.

By the end of this course, students should be (better) able to:

- Identify and explain theoretical frameworks that help to understand international organizations
- Distinguish different types of international organizations and their interaction
- Find areas of international organization research students are interested in further pursuing
- Understand how different case studies explain various aspects of international organizations
- Conduct a critical analysis on topics they are interested in

Student Learning Outcomes

The student learning outcomes for this course is adopted from:
<https://bulletin.uga.edu/Course/Details/3809>. They are:

- By the end of the course students will be able to synthesize details about the concepts in international affairs (e.g., the international system, actors in the international system, the principles of sovereignty and anarchy.).
- By the end of the course students will be able to evaluate how the characteristics of various political systems lead to different political outcomes.
- By the end of the course students will be able to evaluate the major theoretical approaches and models used within international relations and comparative politics.
- By the end of the course students will be able to evaluate theoretical foundations in the study of international relations and comparative politics when applying them to attempt to explain the causes and effects of historical and contemporary global events.
- By the end of the course students will be able to collect and analyze original quality data relative to the causes and effects of historical and contemporary global events.
- By the end of the course students will be able to create original, well-informed arguments about the causes and effects of historical and contemporary global events that is theoretically informed and includes quality data.
- By the end of the course students will be able to write in a clear structured manner that provides an original theoretically informed argument presented to an intended audience that is supported with data and uses appropriate vocabulary, grammar, and syntax.
- By the end of the course students will be able to create an original social science research project.

Course Materials

This is a no cost course, which means that students are not required to purchase books or other instructional materials. All of necessary materials will be accessible either from UGA library or online. If they cannot be, they can be found on the eLearningCommons page for this course.

Course Format

This course incorporates lecture and students' discussions and active engagement. We will use political science simulation modules and games throughout the course. Together, this course fosters student's ability to think critically and pursue research, and match theories with case studies. Tuesday classes will mostly consist of lectures where the instructor provides a foundational and background knowledge and half or more of Thursday classes will be dedicated for group project assignment.

Grading

Your grade will be calculated according to the completion of the following components:

- 5% - Attendance
- 10% - Course Participation
- 35% - Quizzes
 - Quiz 1: 8.25.26
 - Quiz 2: 9.1.26
 - Quiz 3: 9.8.26
 - Quiz 4: 9.22.26
 - Quiz 5: 10.6.26
 - Quiz 6: 10.13.26

- Quiz 7: 10.27.26
- Quiz 8: 11.17.26
- 10% - Weekly Study Guide
- 10% - Discussion Board
- 30% - Group Project Assignment (In-class active learning assignment)

Attendance

Since student's participation is a key component of this course, regular attendance and active participation are expected. Thus, I allot five percent of the grade for attending every class. I will take attendance every class but I know life happens and people can get sick. While an email/notification in advance would be appreciated, you are allowed to have **up to 2 unexcused absences**. Beyond them, any unexcused absence will affect your grade. Since this course emphasizes student's active participation, any unexcused tardiness beyond 15 minutes into a class may be considered as an absence.

Excused absences are considered only upon receiving one of the following: an official UGA excuse, a medical note, or a student-athlete responsibility. Documentation is required for all of these absences. For more information, please refer to: <https://policy.uga.edu/policies#/programs/SJTFnNAUp?bc=true&bcCurrent=Attendance%20Policy&bcGroup=University%20Standards&bcItemType=programs>.

Course Participation

Ten percent is allotted for actively participating throughout the course. These points are allotted to ensure students prepare for each class and actively participate. **Attendance will not guarantee course participation credit.** For the time students are present in classes, they are expected to actively engage and participate. In each class, you will be given **full (10%), partial (in-between range, dependent on the degree of participation), or no credit (0%)** for your participation and contribution. If students do not participate in-class activities nor provide a single comment or provide an off-topic comment during the class, partial or no credit will be allotted.

Quizzes

This course consists of **eight short quizzes** to ensure student's comprehension. It is a short quiz composed of five to ten multiple-choice questions and one or two short answer questions that inquire student's comprehension of the course content. Quiz questions are extracted from assigned readings, lectures, and videos. While this may sound daunting, it is **NOT designed to be a difficult quiz** but to check student's comprehension of class materials. Overall, quizzes account for **thirty-five percent of your final grade**. Understanding that students may have a busy week or a bad day, the **lowest quiz grade will be dropped**. Quizzes will take in the **beginning of class every Tuesday**. It is **noncumulative and closed book and notes**. If students are absent on the day of quiz, it is student's responsibility to email me and make up the quiz.

Weekly Study Guide

When there is a **quiz on the following Tuesday**: To help students to better comprehend the assigned readings and lecture materials, I ask students to collaboratively **create a weekly study guide in groups of three**. For weeks when we have quizzes, in the beginning of each week, I

provide a broad outline of the following week's topics using key words and phrases. Each student is expected to contribute in making this study guide by:

- providing definitions of key concepts
- summarizing reading's major arguments
- providing empirical examples discussed in readings or lecture
- addressing at least one point you find important yet is not addressed in the study guide

This is to help students prepare for quizzes so each student is expected to contribute in making one third of the study guide. There is no word requirement or limit per student, but if it seems to be lacking or incomplete, individual points will be deducted. Study guide is to be **completed by Saturday 11:59p.m. of each week**. To help, a sample study guide will be provided on the first day of class. All study guide will add up to **ten percent** of your final grade.

Discussion Board

No quiz on the following Tuesday: On weeks that we do not take quizzes, students are asked to contribute to a discussion board. In the beginning of each week, I create a discussion board on eLearningCommons to foster engagement among students concerning reading materials, class discussion, and activities. Through this interaction, I hope to deepen students understanding of the course content and to strengthen their critical thinking ability. Each week, students are expected to:

- Submit **one thoughtful response** that reference course materials (readings, videos, lectures) and write around **300 words** (excluding citation) response to the discussion board question. This assignment is **due at 6 p.m. on Saturday**.
- Respond to at least **two classmate's post** to promote meaningful and interactive dialogue of at least 150 words (excluding citation). As emphasized earlier, while students are encouraged to share their perspectives, please do not be harshly critical or crude. This assignment is **due by 9 p.m. on Monday evening**.

Discussion board posts will add up to **ten percent** of your final grade.

Group Project Assignment

In this course, you will not only learn about international organizations but also design one of your own! In teams of **three**, students are to design an international organization throughout the course. Students will work together to produce a weekly assignment on the international organization they design. The format of the assignment is not uniform but varies across infographic, blog post, press release, policy brief, report, treaty draft, and memos. **Part of class time will be allotted** to work on this assignment every week. Together, these assignments will account for **thirty percent** of your overall grade. The rubric for these assignments can be found on eLearningCommons.

The topics of group assignments are composed of:

- Creating IO
- Designing IO
- Interaction with NGO
- Comparing IGOs

Grading Scale

Your final grade will be calculated on the following scale:

A: 94-100

B+: 87-89. $\bar{9}$

C+: 77-79. $\bar{9}$

D+: 67-69. $\bar{9}$

A-: 90-93.9

B: 84-87.9

C: 74-77.9

D: 64-67.9

B-: 80-83.9

C-: 70-73.9

D-: 60-63.9

F: 59.9-0

There will not be a rounding of grades beyond the basis point.

Useful Information and University Policies

Make-up Assignment/Quiz

If feasible, legitimate excused absence from a quiz or assignment must be presented to the instructor and rescheduled in prior to the quiz/assignment. Since grades are due soon after the course ends, late or missing assignments at later dates may cause difficulties in reporting student's grade.

Preferred Name and Pronouns

"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."

Course Learning Environment

Throughout the course, we might engage in discussions on complex and contentious topics and issues. While students should feel free to express their opinions and disagree with one another, everyone must be respectful to those who hold different perspectives and discredit other's ideas and arguments, not individuals. Unrespectful manner of speech such as interruptions, personal attacks, slurs, mocking, or any other inconsiderate or disrespectful behavior will not be tolerated. Please be understanding and respectful of differences.

Prohibition on Recording Lectures

Following verbatim from the School of Political Science and International Affairs (<https://spia.uga.edu/wp-content/uploads/2024/01/Prohibition-on-Recording-Lectures.pdf>),

"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 SPIA courses. Students who have a recording accommodation agree in writing that they:

- Will use the recordings 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 will 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.”

University Honor Code and Academic Honesty Policy

UGA students must commit to the 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 in the website of Office of Instruction (www.uga.edu/ovpi).

I expect that this honor code will guide your efforts for this course and a lack of knowledge of the academic honesty policy will not explain a violation. Plagiarism and cheating are strictly prohibited and at minimum, will receive an “F”.

Potential Changes to the Syllabus

Following verbatim from the University Council, being a general plan for the course, according to necessity, instructor can make changes. While I try to stick with the syllabus, as needed, some changes may take in place.

Use of AI for Coursework Policies

Artificial Intelligence is a tool that is now widespread. At the UGA, the use of AI tools is not prohibited but ask you to use them responsibly. More information on UGA guidance on acceptable use of AI can be found on: <https://aihub.uga.edu/wp-content/uploads/2025/05/ai-acceptable-use-guidelines.pdf>.

For this course, in line with UGA policy, if AI is used, please thoroughly indicate your usage whenever it is being used. Students also should not fully rely on AI to conduct their assignments and in-class activities. AI can be a useful tool but it should not think nor do student’s work for them. Please be mindful of your usage of AI tools. Here is a link to student AI disclosures: <https://newmanu.libguides.com/ai-disclosure>

FERPA Statement

The following is taken verbatim from <https://osas.franklin.uga.edu/ferpa-and-privacy>: “The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records.” 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

If you need and plan to request accommodations for accessibility and disability, please contact UGA Accessibility and Testing at Clark Howell Hall.

We want to help all students succeed!

Mental Health and Wellness Resources

The following is taken verbatim from <https://caps.uga.edu/communityresources/>: “UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. Anyone needing assistance is encouraged to

contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility and Testing: accessibility.uga.edu

Additional information, including free digital well-being resources can be accessed through the UGA App or by visiting <https://well-being.uga.edu>.”

Course Outline:

Section 1: Formation of Intergovernmental Organizations (IGOs)

1.1 Introduction & IR Theories (8.17.26 & 8.20.26)

Required videos:

- [Major IR Theories](#)
- [Realism vs Liberalism](#)

Required readings:

- Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The Globalization of World Politics: An Introduction to International Relations*. Oxford university press, USA. (p. 8 (Theories of World Politics) – 10 (Social Constructivism)) Uploaded on eLearningCommons

1.2 Cooperation, Bargaining, and Anarchy (8.25.26 & 8.27.26)

Required readings:

- Axelrod, R., & Keohane, R. O. (1985). Achieving Cooperation under Anarchy: Strategies and Institutions. *World Politics*, 38(1), 226–254. <https://doi.org/10.2307/2010357>.
- Fearon, J. D. (1998). Bargaining, Enforcement, and International Cooperation. *International Organization*, 52(2), 269-305.

Required videos:

- [Game Theory](#)
- [Bargaining model](#)
- Recommended: [Evolution of Teamwork](#)

1.3 Member State's Compliance (9.1.26 & 9.3.26)

Required readings:

- Chayes, A., & Chayes, A. H. (1993). On Compliance. *International Organization*, 47(2), 175-205.
- Downs, G. W., Rocke, D. M., & Barsoom, P. N. (1996). Is the Good News about Compliance Good News about Cooperation?. *International Organization*, 50(3), 379-406.

Section 2: International Organizations Designs

2.1 Institutional Design, Bureaucracy, and Principal-Agent (9.8.26 & 9.10.26 & 9.15.26)

Required readings:

- Koremenos, B., Lipson, C., & Snidal, D. (2001). The Rational Design of International Institutions. *International Organization*, 55(4), 761-799.
- Barnett, M. N., & Finnemore, M. (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4), 699-732.
- Nielson, D. L., & Tierney, M. J. (2003). Delegation to International Organizations: Agency Theory and World Bank Environmental Reform. *International Organization*, 57(2), 241-276.

2.2 Voting and Member State Representation (9.15.26 & 9.17.26)

Required readings:

- Axelrod, R., & Keohane, R. O. (1985). Achieving Cooperation under Anarchy: Strategies and Institutions. *World Politics*, 38(1), 226-254.
<https://doi.org/10.2307/2010357>.

Required video:

- [Voting Rules](#)

2.3 Life, Death, and Vitality of Intergovernmental Organizations (9.22.26 & 9.24.26)

Required readings:

- Von Borzyskowski, I., & Vabulas, F. (2019). Hello, Goodbye: When Do States Withdraw from International Organizations?. *The Review of International Organizations*, 14(2), 335-366.
- Gray, J. (2018). Life, Death, or Zombie? The Vitality of International Organizations. *International Studies Quarterly*, 62(1), 1-13.

Required Video:

- [Simulating the Evolution of Aging](#)

2.4 Formal and Informal Intergovernmental Organizations (9.29.26 & 10.1.26)

Required readings:

- Abbott, K. W., Keohane, R. O., Moravcsik, A., Slaughter, A. M., & Snidal, D. (2000). The concept of legalization. *International organization*, 54(3), 401-419.
- Vabulas, F., & Snidal, D. (2013). Organization without Delegation: Informal Intergovernmental Organizations (IIGOs) and the Spectrum of Intergovernmental Arrangements. *The Review of International Organizations*, 8(2), 193-220.

2.5 Nongovernmental Organizations (10.6.26 & 10.8.26)

Required readings:

- Reimann, K. D. (2006). *A View from the Top: International Politics, Norms, and the Worldwide Growth of NGOs*. *International Studies Quarterly*, 50(1), 45–67.
- Tallberg, J., Dellmuth, L. M., Agné, H., & Duit, A. (2018). *NGO Influence in International Organizations: Information, Access and Exchange*. *British Journal of Political Science*, 48(1), 213–238.

Section 3: Empirical Studies on International Organizations

2.6 Security IGOs: Peace and Security (10.13.26 & 10.15.26)

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), 527–557.
- Bueno de Mesquita, B., & Smith, A. (2010). *The Pernicious Consequences of UN Security Council Membership*. *Journal of Conflict Resolution*, 54(5), 667–686.
- 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), 427–439.

Related Links:

- [United Nations Security Council](#)
- [Diplometrics Dataset](#)

2.7 IPE IGOs (10.20.26 & 10.22.26)

Required readings:

- Dreher, A., Sturm, J.E. and Vreeland, J.R., 2009. Development aid and international politics: Does membership on the UN Security Council Influence World Bank Decisions?. *Journal of Development Economics*, 88(1), pp.1-18.
- Simmons, B. A. (2000). *International Law and State Behavior: Commitment and Compliance in International Monetary Affairs*. *American Political Science Review*, 94(4), 819–835.
- Goldstein, J. L., Rivers, D., & Tomz, M. (2007). *Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade*. *International Organization*, 61(1), 37–67.

Related Datasets:

- [Deep Trade Agreements](#)
- [Dispute Settlement Activity](#)

3.1 International Law and Human Right Organizations (10.27.26 & 10.29.26)

Required readings:

- Morrow, J. D. (2007). *When Do States Follow the Laws of War?* *American Political Science Review*, 101(3), 559–572.
- Murdie, A. M., & Davis, D. R. (2012). Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs. *International Studies Quarterly*, 56(1), 1-16.

Related Videos:

- [The ICC Process](#)

- [European Court of Human Rights Film](#)

Related Datasets:

- [V-Dem](#)
- [Polity Project](#)

3.2 Democracy, Autocracy, and IGOs (11.3.26 & 11.5.26)

Required readings:

- Pevehouse, J. C. (2002). Democracy from the Outside-In? International Organizations and Democratization. *International Organization*, 56(3), 515-549.
- Debre, M. J. (2022). Clubs of Autocrats: Regional Organizations and Authoritarian Survival. *The Review of International Organizations*, 17(3), 485-511.

Related Cases:

- Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The Globalization of World Politics: An Introduction to International Relations*. Oxford university press, USA. (p. 90 (BRICS)) Uploaded on eLearningCommons

Related Datasets:

- [V-Dem](#)
- [Polity Project](#)

3.3 Other Social IGOs: Environment and Health (11.10.26 & 11.12.26)

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.
- Kamradt-Scott, A. (2010). The WHO Secretariat, Norm Entrepreneurship, and Global Disease Outbreak Control. *Journal of International Organizations Studies*, 1(1), 72-89.

Related Links:

- [World Health Organization](#)

Week 14: Catchup & Makeup