



## International Organizations

Political Science 332

T-Th 1:00- 2:20p, Danforth Center 236

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**Course Description:** The students participating in this class will have an opportunity to answer some of the most pressing questions about governance in the international system today. Why did the U.K. leave the European Union and what does it mean for the remaining members? Is there a chance for international governance to address the climate crisis? How does NGO advocacy affect the behavior of nations? The class will resemble a graduate level seminar; we will spend most of the class period in discussion of the weekly readings. Students will have an opportunity to independently study an issue or organization of their choosing, thus gaining a measure of expertise in an area of personal interest.

**Course Objectives:** At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to the international system and the various organizations/institutions within it. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of international relations. This course is designed to further the practical pursual of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or government).

### Text(s):

- Required readings will be made available on the course's Canvas site.

### Grade Distribution:

20x20	50
Participation	150
Mid-term Exam	200
Final Exam	200
Research Design Stage 1	100
Research Design Stage 2	100
Research Design Stage 3	200

## Letter Grade Distribution:

$\geq 94$	A	$74 - 76$	C
$90 - 93$	A-	$70 - 73$	C-
$87 - 89$	B+	$67 - 69$	D+
$84 - 86$	B	$64 - 66$	D
$80 - 83$	B-	$60 - 63$	D-
$77 - 79$	C+	$\leq 59$	F

## Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to class. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or university sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Don't cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: The University's Academic Integrity Policies.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Washington University *Best Practices for an Inclusive Learning Environment* and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.” If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's reporting guidelines.
- Also, review the following Title IX and Gender Equity reporting policies:
  - \* Title IX Grievance Process.
  - \* Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.
- More information on requesting academic accommodations can be found [HERE](#).

**Assignments:**

- **Research Design Stage 1**

- The first stage of the research design is arguably the hardest: Coming up with a research question.
- The research question should be one based on the contemporary literature.
- What have scholars overlooked or misunderstood so far? Why do you think this is important? *AND!* how do you propose to answer this question?
- Students will need turn in a **200-300 word abstract** that addresses the research question, hypothesis (or hypotheses), and includes a title for the paper by **September 30th**.

- **Research Design Stage 2**

- The second stage will be due **November 11th**.
- This draft should include your literature review, formal hypothesis (or hypotheses).

- **Research Design Stage 3**

- The third stage will be due **by semester's end**.
- This will be your completed paper.
- Should include an explanation of your proposed qualitative or quantitative test(s), expected findings, as well as a conclusion.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While I do not keep attendance, a student's absences can only hurt, not help, their participation grade.

- **20x20**

- Students will schedule with the professor a day in which they will open class with a 20x20 (*Pecha Kucha*, or chit-chat, in Japanese).

- These presentations will concern a recommended reading from the module of the same name on Canvas.
- The 20x20 template can be found under the [Start Here](#) module on Canvas.

- **Exams**

- Students will have one mid-term and one final exam.
- These tests will be take-home exams, given at the end of the class period, and due 24 hours later.
- The tests consist of 5 essay questions, with the students answering 3.

**Tentative Course Outline:**

The weekly coverage might change as the the progress of the class demands. However, you must keep up with the reading assignments.

- **Week 1: August 31 & September 2**

- **Description:** Class Introduction; What is anarchy?
- \* **Readings:** Wendt, *Anarchy is what states make of it*; Lake, *Escape from the State of Nature*.

- **Week 2: September 7 & 9**

- **Description:** Can we cooperate?
- \* **Readings:** Axelrod & Keohane, *Achieving Cooperation under Anarchy*; Jervis, *Cooperation under the security dilemma*.

- **Week 3: September 14 & 16**

- **Description:** How do we understand structure in the international system?
- \* **Readings:** Donno, *Who is Punished?*; Thompson, *Coercion through IOs*.

- **Week 4: September 21 & 23**

- Research questions and abstracts due, September 23.

- **Description:** Treaty Regimes: Does International Law Exist?
- \* **Readings:** Dai, *Information Systems in Treaty Regimes*; Franck, *The Irrelevance of Law and Non-law* .

- **Week 5: September 28 & 30**

- **Description:** The UN: Security and or Human Rights?
- \* **Readings:** Bourantis, Chapter 5; Lebovic & Voeten, 2006, *The Politics of Shame*.

- **Week 6: October 5 & 7**

- **Description:** The RGOs: The end of the EU?

\* **Readings:** Alter, *Who are the “Masters of the Treaty?”*; Yew-Mao-Lim & Vreeland, *Regional Organizations and International Politics*.

- **Week 7: October 14**

- **Description:** International Relations: A two-level game?

- \* **Readings:** Broz & Hawes, *US domestic politics and International Monetary Fund policy*; Milner, *Why Multilateralism?*

- **Week 8: October 19 & 21**

- **Description:** Principals and Agents: Who leads who?

- \* **MIDTERM:** October 21.

- \* **Readings:** Lyne, Nielson, & Tierney, *Who delegates? Alternative models of principals in development aid*; Chapman & Reiter, *The Untied Nations Security Council and the Rally ‘Round the Flag Effect*.

- **Week 9: October 26 & 28**

- RESEARCH DESIGN WEEK

- \* Students will have the week to work on their research design.

- \* The week will be open for one-on-one (virtual or in-person) instruction from the prof.

- **Week 10: November 2 & 4**

- **Description:** The NGOs: Heroes or more of the same?

- Research Design Stage 2 Due, November 4.

- \* **Readings:** Cooley & Ron, *The NGO Scramble*; Kim, *[INGOs] and the Global Diffusion of National Human Rights Institutions*.

- **Week 11: November 9 & 11**

- **Description:** Design: Delegation & Legitimacy.

- \* **Readings:** Abbott, Green, and Keohane, *Organizational Ecology and Institutional Change in Global Governance*; Nielson & Tierney, *Delegation to International Organizations*.

- **Week 12: November 16 & 18**

- **Description:** Design: Monitoring & Compliance.

- \* **Readings:** Dai, Chapters 3 & 4.

- **Week 13: November 23**

- **Description:** Network Theories.

- \* **Readings:** Routledge & Cumbers, *Chapter 2*; Tallberg, et al, *Explaining the Transnational Design of International Organizations*.

- **Week 14: November 30 & December 2**
  - **Description:** TANs.
    - \* **Readings:** Charli Carpenter Week.
- **Week 15: December 7 & 9**
  - **Description:** How do we “fix” the world?
- **FINAL EXAM:** December 21
  - 1:00 - 3:00p, usual classroom.