

## GLST 3337

# INTERNATIONAL ORGANIZATIONS

St. Edward's University, Spring 2017

MWF 10–10:50a, Trustee Hall 104

Updated: Jan 3, 2017

Instructor: Cathy Wu

Office: Doyle Hall 217

Office Hours: M 11-12pm<sup>1</sup>

Email: [xwu@stedwards.edu](mailto:xwu@stedwards.edu)

## Course Description

In this advanced undergraduate course, we investigate the role of international (governmental and non-governmental) organizations (IOs) in global politics, with the extension to informal regimes such as rules and norms. We will focus on how IOs “institutionalize” cooperation at the international level, including their creation, internal dynamics, and their complicated relationship with state behavior in various issues. In the first half of the course, we will survey some overarching issues of IOs as a solution to the difficulty of international cooperation and address the following questions:

- What are international organizations? How do we understand their varieties?
- Why do states create international organizations?
- Why do states comply to international organizations?
- How do international organizations facilitate international cooperation?
- How do states exert their influence through international organizations?

The second half of the course examines more specific IOs in a variety of issues such as collective security, trade, finance, democratic promotion, and regional integration. Case studies of IOs include the United Nations, European Union, World Trade Organization, International Monetary Fund, and others. For each issue/institution, we will revisit those key questions listed above. In the context of IOs, we will try to understand the interests, institutions, and information of international actors and use these tools to understand other questions about international cooperation and conflict.<sup>2</sup>

## Course Requirements

### 1. Student initiatives and readings

Success in this class requires intensive reading and class participation. The assigned articles and chapters can be quite dense. You must complete and take notes on all assigned readings prior to the class. A rule of thumb is that you will need to spend about 2–3 times the time we meet in class to read and take

---

<sup>1</sup>As I am at St. Edward's only on Tuesdays and Thursdays, students who want to meet outside of my regular office hours are advised to make appointments on these days. Otherwise, communications through emails are strongly preferred. Extra office hours may be available before exams.

<sup>2</sup>Some of the materials are adapted from Dr. Johannes Karreth's syllabus.

notes every week.

## **2. Class participation (10 points)**

Active participation in a civil manner is necessary to succeed in this course. Participation grade will be evaluated over the whole semester. Students are expected to engage actively in class by (i) raising questions about readings and lectures, (ii) answering questions raised by the instructor in class, (iii) participate in discussions and/or debates on the topics provided by the instructor, and (iv) contributing to review sessions, etc. Unless otherwise instructed, students who want to contribute to class discussion must raise hand and wait to be recognized. Questions and comments must be

- related to class and/or the course material;
- respectful of diverse opinions and open to follow up questions and/or disagreement;
- aimed to advancing the discussion about issues related to the course and/or course material rather than personal beliefs;
- delivered in normal tones and a non-aggressive manner.

## **3. Random quizzes (10 points)**

Throughout the course, the instructor will give seven in-class written exercises or quizzes. Written exercises ask students to express your opinion about a question relevant to our course. Quizzes are designed to provide a quick evaluation of how well students understand lectures and/or keep up with readings. A thoughtful response or a correct answer will earn the writer full credit (2 points), a messy, incomplete response will earn half credit (1 point), and no response will earn no credit. Students will earn a maximum of 10 points this way, for 10% of their total grade. Note that the dates for these exercises and quizzes will *NOT* be announced in advance. While *NO* “make ups” are available for this portion of the course, the instructor will offer at least 7 opportunities to earn these 10 points. Students who submit answers more than 5 times will receive a point extra credit on the final exam for each additional assignment (maximum 2).

## **4. Debate (15 points)**

Debates are designed to explore some topics in more depth. In the second week, you will sign up for a topic and submit a pre-debate memo **through Canvas a week before** the debate (e.g. If you sign up for the debate of EU on February 8, your pre-debate memo will be due by **noon** on February 1). The debate grade is based on the quality of your memo and your debating performance. More information about debate can be found at the end of this syllabus.

## **5. Short essay (15 points)**

You will write a short essay, 2 single-spaced pages long. The essay will build on the work you prepare for the debate and the feedback you receive during the debate. Please submit a **hard copy** of your essay **a week after** the debate you sign up for (e.g. If you sign up for the debate of EU on February 8, your short essay will be due by 10 am on February 15). Find more detailed instructions at the end of this syllabus.

## **6. Exams (25 points for each)**

Both of the exams are non-cumulative, closed-book in-class format. The first exam covers the lectures and readings until March 8. The second exam covers the rest of materials. A study guide will be provided before each exam. There is a review session before each exam.

## Grading

The course grade consists of the following components:

- 10 points: **Class participation**
- 10 points: **Random quizzes**
- 15 points: **Debate**
- 15 points: **Short essay**
- 25 points: **First in-class exam (March 10)**
- 25 points: **Second in-class exam (May 5)**

There are 100 possible points, which will correspond to the following letter grades:

93-100: A	90-92: A-	87-89: B+	83-86: B
80-82: B-	77-79: C+	73-76: C	70-72: C-
67-69: D+	63-66: D	60-62: D-	0-59: F

Without exception, the instructor will round up scores of 0.5 and higher, and round down scores of less than 0.5.

## Course Policies

- *Classroom Conduct:* Cell phones are to be silenced during class. Please be on time for class. It is inconsiderate and disruptive to arrive late to class or to leave class early. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.
- *Missing Class:* Although there is no attendance point *per se*, missing lectures will prevent you from performing well in the course, for (1) some of lecture materials are not covered in the readings and (2) you are likely to miss in-class exercises and quizzes, which, again, the instructor does *not* offer “make-ups.”
- *Missing Exams:* In case of illness and personal emergency, the instructor will provide make-up exams *only when provided with proper documentation*. Exams missed due to a university-sponsored event or religious holiday may also be excused, but it is the responsibility of students to inform the instructor of the absence *at least two weeks in advance*, with proper documents. Vacation and other social engagements (e.g. weddings) will *NOT* be excused.
- *Grade Appeals:* If you wish to challenge a grade you received on a specific question on an exam, you must submit a written note explaining why you think you deserve more points within one week upon receiving the grades. Otherwise, I will not accept grade appeals. Once I receive your written note, I will regrade the entire exam and your grades may increase, decrease or remain the same. Please make your travel plans accordingly.
- *Syllabus changes:* The readings and course schedules are subject to change, but any changes will be announced in class, with an updated syllabus on Canvas.

## University and Campus Policies

- *Academic Honor Code:* Academic dishonesty and plagiarism will NOT be tolerated under any circumstances. If you have any questions or concerns about the university's academic integrity standards consult with the St Edwards University Student Conduct Code.
- *Students with Disabilities:* Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155). More information can be found at: <https://www.stedwards.edu/student-disability-services>.
- *Title IX Statement:* "Title IX makes it clear that violence, harassment, and discrimination based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, both on and off campus, at <http://think.stedwards.edu/titleix/>."
- *Firearms Policy:* The carrying or possession of any type of weapon or firearm is strictly prohibited (a) on all university premises, including university parking lots and (b) at campus related activities, and (c) while conducting university business. This policy excludes law enforcement personnel and others who are storing such firearms in a locked vehicle in full compliance with Section 411.2032 of the Texas Government Code.

## Required Readings

All the readings will be available on Canvas. Students are expected to complete readings by the day for which they are assigned, and are encouraged to meet with me during office hours to discuss the assigned readings and/or further interest in specific topics.

## Course Schedule

**Day 1** (Jan 18): Course overview

- No reading

**Day 2** (Jan 20): IOs in Global Governance

- Recommended: Karns, Margaret, Karen Mingst and Kendal Stiles. 2015. *International Organizations: The Politics and Processes of Global Governance* pp: 1-40.

**Day 3** (Jan 23): Studies of IOs: Overview

- Recommended: Martin, Lisa L., and Beth A. Simmons. 1998. "Theories and Empirical Studies of International Institutions." *International Organization* 52(4): 729-757.

**Day 4** (Jan 25): Theoretical Approaches

- Keohane, Robert O. 1988. "International Institutions: Two Approaches." *International Studies Quarterly* 32(4): 379-96.

**Day 5** (Jan 27): Prisoner's Dilemma and Cooperation (I)

- Axelrod, R. 1984. *The Evolution of Cooperation* pp:3-24 SCANNED

**Day 6** (Jan 30): Prisoner's Dilemma and Cooperation (II)

- Axelrod, R. 1984. *The Evolution of Cooperation* pp:3-24 SCANNED

**Day 7** (Feb 1): Stages of Cooperation

- Recommended: Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52(2): 269-305.

**Day 8** (Feb 3): Varieties of IOs

- Abbott, Kenneth W., et al. 2000. "The Concept of Legalization." *International Organization* 54(3): 401-419.

**Day 9** (Feb 6): The European Union (aka one of the Most "Legalized" IOs)

- Archick, K. 2015. The European Union: Questions and Answers. *Congressional Research Service Report 21372*. pp. 1-12. Download at <https://www.fas.org/sgp/crs/row/RS21372.pdf>
- Recommended: The European Commission. 2013. *How the European Union works: Your guide to the EU institutions*. Download at <http://bit.ly/WPkLI7>.

**Day 10** (Feb 8): The Future of the European Union

- **Debate 1 (tentative): Does the European Union have a future?**
- Matthijs, Matthias. 2017. Europe After Brexit: a Less Perfect Union. *Foreign Affairs* 96: 85-95.
- Recommended: McNamara, K. 2010. The Eurocrisis and the Uncertain Future of European Integration. *Council on Foreign Relations Report*. Download at <http://goo.gl/e9anoV>.

**Day 11** (Feb 10): Design and Flexibility (I)

- Pelc, Krzysztof. 2009. "Seeking Escape: the Use of Escape Clauses in International Trade Agreements." *International Studies Quarterly* 53(2): 349-368.

**Day 12** (Feb 13): Design and Flexibility (II)

- **Debate 2 (tentative): Will the Paris Agreement be more effective than the Kyoto Protocol?**
- Recommended: Von Stein, Jana. 2008. "The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol." *Journal of Conflict Resolution* 52(2): 243-268.
- Recommended: Meyer, Robinson. 2015. "A Reader's Guide to the Paris Agreement." *The Atlantic*, December 16. Download at <https://goo.gl/XbaLQk>.

**Day 13** (Feb 15): Commitment

- Simmons, Beth. 2000. "International Law and State Behavior: Commitment and Compliance in International Monetary Affairs." *American Political Science Review* 94(4): 819-835.

- Recommended: Vreeland, James. 2008. "Political Institutions and Human Rights: Why Dictatorships Enter the United Nations Convention Against Torture." *International Organization* 62(1): 65-101.

**Day 14** (Feb 17): Compliance

- Downes, George W., David M. Rocke and Peter Barsoom. 1996. "Is the Good News about Compliance Good News About Cooperation?" *International Organization* 50(3): 379-406.
- Recommended: Dai, Xinyan. 2005 "Why Comply? The Domestic Constituency Mechanism." *International Organization* 59(2): 363-398.

**Day 15** (Feb 20): Issue Linkage (I)

- Davis, Christina. 2004. "International Institutions and Issue Linkage: Building Support for Agricultural Trade Liberalization." *American Political Science Review* 98(1): 153-169.

**Day 16** (Feb 22): Issue Linkage (II)

- **Debate 3 (tentative): Should great powers "buy" votes in the UN Security Council?**
- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2009. "Development Aid and International Politics: Does Membership on the UN Security Council Influence World Bank Decisions?." *Journal of Development Economics* 88(1): 1-18.
- Recommended: Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2009. "Global Horse Trading: IMF Loans for Votes in the United Nations Security Council." *European Economic Review* 53(7): 742-757.

**Day 17** (Feb 24): Reading day; class do not meet

**Day 18** (Feb 27): Monitor (I)

- Abbott, Kenneth. 1993. "Trust, but Verify: The Production of Information in Arms Control Treaties and Other International Agreements." *Cornell International Law Journal* 26(1):1-58.
- Recommended: Goldberg, Mark. 2015. "The Cash-Strapped Agency at the Heart of the Iran Deal." *The Atlantic*, Jul 18. Download at <http://goo.gl/MmPSJz>.

**Day 19** (Mar 1): Monitor (II)

- Dai, Xinyuan. 2002. "Information Systems in Treaty Regimes." *World Politics* 54(4): 405-436.

**Day 20** (Mar 3): Enforcement (I)

- Kono, Daniel. 2007. "Making Anarchy Work: International Legal Institutions and Trade Cooperation." *Journal of Politics* 69(3): 746-759.

**Day 21** (Mar 6): Enforcement (II)

- Hafner-Burton, Emilie. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization* 59(3): 593-629.

- Recommended: Hafner-Burton, Emilie. 2008. "Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem." *International Organization* 62(4): 689-716.

**Day 22** (Mar 8): Review

- Prepared with questions

**Day 23 (Mar 10): First Exam**

*Spring Break*

**Day 24** (Mar 20): Constructivist Turn

- Recommended: Barnett, Michael and Martha Finnemore. 1999. "The Politics, Power, and Pathologies of International Organizations." *International Organization* 53(4): 699-732.

**Day 25** (Mar 22): International Norm (I)

- Finnemore, Martha, and Kathryn Sikkink. 1998. "International norm dynamics and political change." *International organization* 52.04 (1998): 887-917.

**Day 26** (Mar 24): International Norm (II)

- Hyde, Susan D. 2011. "Catch Us if You Can: Election Monitoring and International Norm Diffusion." *American Journal of Political Science* 55(2): 356-369.

**Day 27** (Mar 27): Nongovernmental Organizations (NGO)

- ***Debate 4 (tentative): Should NGOs get more access to IGOs such as the WTO and World Bank?***
- Tallberg, Jonas, et al. 2014. "Explaining the Transnational Design of International Organizations." *International Organization* 68(4): 741-774.
- Recommended: Pallas, C. L. and Urpelainen, J. 2012. "NGO monitoring and the legitimacy of international cooperation: A strategic analysis." *Review of International Organizations* 7(1): 1-32

**Day 28** (Mar 29): Collective Security: UN Security Council (I)

- Recommended: Chapman, Terrence. 2009. "Audience Beliefs and International Organization Legitimacy." *International Organization* 63(4): 733-764.

**Day 29** (Mar 31): Collective Security: UN Security Council (II)

- ***Debate 5 (tentative): Should the UN Security Council abandon the veto power for the P5?***
- Voeten, Erik. 2005. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force." *International Organization* 59(3): 527-557.
- Recommended: Thompson, A. 2006. "Coercion Through IOs: The Security Council and the Logic of Information Transmission." *International Organization* 60(1):1-34.

**Day 30** (Apr 3): Collective Security: NATO

- Wallander, Celeste. 2000. "Institutional Assets and Adaptability: NATO after the Cold War." *International Organization* 54(4): 705-735.

**Day 31** (Apr 5): International Trade: WTO (I)

- Rodrik, Dani. 2011. Bretton Woods, GATT and the WTO, in Rodrik, *The Globalization Paradox* (Norton): 67-88.
- Recommended: Rose, Andrew K. 2004. "Do We Really Know that the WTO Increases Trade?" *American Economic Review* 94 (1): 98-114.
- Recommended: Tomz, M., Goldstein, J. L., and Rivers, D. 2007. "Do We Really Know That the WTO Increases Trade? Comment." *American Economic Review* 97(5):2005-2018.

**Day 32** (Apr 7): International Trade: WTO (II)

- Kim, Moonhawk. 2008. "Costly Procedures: Divergent Effects of Legalization in the GATT/WTO Dispute Settlement Procedures." *International Studies Quarterly* 52 (3): 657-86.
- Recommended: Davis, Christina L. and Sarah Blodgett Bermeo. 2009. "Who Files? Developing Country Participation in GATT/WTO Adjudication." *Journal of Politics* 71 (3): 1033-49.

**Day 33** (Apr 10): International Development: IMF (I)

- Stone, Randall. 2008. "The Scope of IMF Conditionality." *International Organization* 62(4): 489-620.

**Day 34** (Apr 12): Reading day; class do not meet

*Easter Holiday*

**Day 35** (Apr 19): International Development: IMF (II)

- Stone, Randall. 2004. "The Political Economy of IMF Lending in Africa." *American Political Science Review* 98(4): 589-620

**Day 36** (Apr 21): International Development: IMF (III)

- **Debate 6 (tentative): Will the current IMF reform fix the problems of IMF lending?**
- Copelovitch, Mark. 2010. "Master or Servant? Common Agency and the Political Economy of IMF Lending." *International Studies Quarterly* 54(1): 49-77.
- Recommended: Nelson, Stephen. 2014. "Playing Favorites: How Shared Beliefs Shape the IMF's Lending Decisions." *International Organization* 68(2):297-328.

**Day 37** (Apr 24): IOs and Democracy (I)

- Pevehouse, Jon. 2002. "Democracy from the Outside In? International Organizations and Democratization." *International Organization* 56(3): 519-549.
- Recommended: Pevehouse, Jon. 2002. "With a Little Help from My Friends? Regional Organizations and the Consolidation of Democracy." *American Journal of Political Science* 46(3): 611-626.

**Day 38** (Apr 26): IOs and Democracy (II)

- **Debate 7 (tentative): Should IOs engage in election monitoring?**
- Kelley, Judith. 2009. "D-Minus Elections: The Politics and Norms of International Election Observation." *International Organization* 63(4):765-787.
- Recommended: Donno, Daniela. 2010. "Who is Punished? Regional Intergovernmental Organizations and the Enforcement of Democratic Norms." *International Organization* 64(4): 593-625.

**Day 39** (Apr 28): Regional Institutions (I)

- Recommended: Mattli, Walter. 1999. *The Logic of Regional Intergration: Europe and Beyond*. New York: Cambridge University Press. pp 1-18. SCANNED

**Day 40** (May 1): Regional Institutions (II)

- Haftel, Yoram. 2007. "Designing for Peace: Regional Integration Arrangements, Institutional Variation, and Militarized Interstate Disputes." *International Organization* 61(1): 217-237.
- Recommended: Mansfield, Edward and Eric Reinhardt. 2003. "Multilateral Determinants of Regionalism: The Effects of GATT/WTO on the Formation of Preferential Trade Agreements." *International Organization* 57(4): 829-862.

**Day 41** (May 3): Review

- Prepared with questions

**Day 42 (May 5): Second Exam**

## Guideline: Debate

In the second week, you will sign up for a debate topic (first come first served). You will form a team with another student and face two other students in the class debate. Each student is expected to research the chosen topic with the assigned materials (required and recommended) and beyond. Each debate will be organized with the following format:

- 10 minutes of initial arguments (2.5 minutes for each individual team member)
- 5 minutes of ad-hoc questions and answers by the teams
- 10 minutes of discussion with the class
- 4 minutes of conclusion (1 minute for each individual team member)

**Pre-debate memo.** Each team member prepares a one-page summary of arguments (a bullet-point list is enough) with a brief annotated bibliography.<sup>3</sup> After each bibliography entry, you must include a sentence of two summarizing how it is relevant to the topic of your choice. Your pre-debate memo must be submitted **through Canvas a week before** the debate (e.g. If you sign up for the debate of EU on February 8, your pre-debate memo will be due by **noon** on February 1).

**Coordination.** After submitting your memo, you will receive comments from me (if any) and your teammate's memo for review. You will then coordinate with your teammate (via email or in person) which arguments each of you presents in class. Please keep in mind the amount of time you have for presentation. Therefore, it is very important to submit your memo on time.

**Evaluation.** Your individual debate grade (15 points) is determined by the following criteria:

- 6 points: individual pre-debate memo
  - 1 point: outline submitted on time?
  - 1 point: outline focused on the topic?
  - 2 points: quality of outline
  - 2 points: annotated bibliography?
- 6 points: individual in-class performance, rated by the instructor
  - 1 point: appeared prepared and organized?
  - 2 points: effective presentation style?
  - 2 points: pointed and thoughtful responses?
  - 1 point: demonstrated knowledge beyond preparation?
- 3 points: the swing in the audience's opinion

---

<sup>3</sup>Bibliography can go beyond the one-page limit

## Guideline: Short Essay

Write a 2-page single-spaced essay on the topic you debated in class, with the following structure:

1. Begin with describing the question you explored in your in-class debate in one paragraph. At the end of the first paragraph, provide your key argument in brief.
2. Then develop your argument in more detail and relevant evidence in about **one page**. You may take a different position than what you took in the class debate. Which position you take is of secondary importance, but I want you to build a coherent, theoretically informed argument equipped with relevant empirical support. You should use the required and recommended articles for the given topic in the syllabus as the core of your sources, but go beyond them and find additional material to build your argument.
3. Next, make sure you address and issues that came up during your in-class debate in your paper *if* they are pertinent to your argument. Otherwise, address how you would respond to the alternative position. Spend about **half to two thirds** of a page on this.
4. Finish the paper with a **one-paragraph** conclusion, summarizing your argument to the question and the implications of your argument for any current/future application (e.g. policy implications) of this question.

**Important:** This assignment is an opportunity and obligation to tie together many of the ideas and topics you have encountered in this class, from “big” IR theories to bargaining and institutional design. I expect that you reference at least **three** of these topics and ideas (including the debate topic of your choice). **Papers based simply on opinion without referencing the ideas discussed in class throughout the semester will not receive a passing grade.**

**Sources:** All sources must be properly cited in this paper, using the Chicago Manual of Style author-date guidelines (See examples at <http://goo.gl/RL7Yk8>; choose the “author-date” tab). Your writings should be analytic, insightful, creative, and integrate previous readings and your knowledge of the field. Do not regurgitate any of the readings or well-known arguments. Instead, use your theoretical and empirical knowledge creatively to argue for the position you have taken. Excellent papers will make clear points and tell the reader something new and enlightening.

**Purpose:** Think of this assignment as a practice for writing concise briefs later in your professional career. Writing this position paper will ideally deepen your understanding of a controversial issue and improve your analytical and persuasive writing skills. You should write to inform and to persuade.

**Submission:** Submit your essay **a week after the debate** through Canvas as an electronic copy (format: doc, docx, pdf). The specific deadline of your topic can be found on Canvas.

**Evaluation** of your essay will follow the six criteria below:

- Consistency and coherence
- Quality of evidence
- Style
- Synthesis of source materials
- Relevance (or your ability to clarify why readers should care about your argument)
- Creativity