

Political Science 313W: International Organizations

Emory University, Fall 2024, Class No. 3179, Section 1, 4 credits

White Hall 111, TuTh 10:00a-11:15a

Revised: August 28, 2024

THIS CLASS WILL MEET LIVE & IN-PERSON FOR BOTH SESSIONS EACH WEEK unless illness/quarantine (or revised Emory measures) require otherwise

Canvas: <https://canvas.emory.edu/courses/134808>

Zoom (Backup Classroom): <https://emory.zoom.us/j/97860047318>

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What Is This Course About?

This course is about a core set of contemporary global challenges, namely (a) pandemics and other global health problems; (b) state-sponsored violations of human rights; (c) shared environmental threats such as climate change; (d) poverty, inequality, and the challenge of channeling global capital and commerce to promote economic development and stability; (e) the continuation and proliferation of authoritarian and corrupt domestic governance arrangements; and (f) threats to shared security interests such as civil conflict, interstate war, terrorism, and nuclear weapons. We are going to learn about the nature of these challenges themselves but also the means and arrangements by which the global community (states, international organizations, and non-governmental actors) has tried to confront those challenges. Those means and arrangements are what we call “global governance.”

This course is also about ways we can better understand and, ultimately, do something about those core challenges. We pose, and answer, key questions about these issues. Why do states not find it easier to ‘do the right thing’ and cooperate with one another to address these shared threats? Why do actors manage to cooperate in some cases but not in others? Most importantly, what global arrangements best promote successful coordination to address these challenges? What shapes the design of those arrangements? How, and how well, do different designs work, and for whose interests? Under what conditions can we expect states and non-state actors to comply with their obligations under these arrangements?

Good global governance, and thus success in tackling contemporary global challenges, requires well-functioning international institutions. “International institutions,” in turn, includes formal inter-governmental organizations (IGOs), laws and treaties, rules, as well as informal arrangements and norms of behavior. These are the cornerstone of inter-state interactions in a wide range of issues-areas in world politics. We will learn about the design, operation, and influence of these institutions, particularly as they apply to the core contemporary challenges we will be addressing this semester.

To understand the limits and possibilities of global governance, we will deploy a core set of concepts and arguments used to explain international political phenomena in general, building on what you have learned in earlier courses (such as POLS 111, 110, 120, and 208). These include ideas like the Prisoner's Dilemma and collective action problem, bargaining and coordination interactions, information and commitment problems, the role of repeated interaction, reciprocity, and reputation, the impact of power asymmetries among states, domestic special interests and public opinion and domestic political regime types, and the role of civil society and non-governmental organizations. We will also be adding some concepts that may be new to you, such as state capacity, forum-shopping, flexibility provisions, multi-stakeholder designs, and bureaucratic agency and delegation.

Place in the Curriculum. This four-credit course is best taken after completing at least one of the following courses: POLS 111, 110, 120, or 208. However, students who have not taken any such courses – although ideally while taking one or more of them concurrently – may enroll with instructor approval. The course will involve careful reading of more advanced material, and it will be heavily interactive, discussion-based, and communication-intensive. It counts as an elective toward both the Political Science and International Studies majors and toward the Department of Political Science's 'research-designated' course major requirement as well. The course fulfills a continuing writing requirement (WRT) in the version of the Emory College General Education Requirements (GERs) applicable to students who matriculated prior to Fall 2023 (the "Gold GERs"). It also fulfills the revised, post-Fall 2023, "Blue GERs" Continuing Communication (CC) requirement.

What Is This Course Trying to Accomplish, and Why?

This course has two parallel sets of learning objectives. By the end of the course, you should be able to **describe** the global governance arrangements at work in the issue-areas of pandemic public health; human rights; climate change; international economic development, aid, trade, and investment coordination; and international collective security. You will also be able to describe and explain the core theoretical concepts and arguments noted above, and to **apply** them to our covered issue-areas and others as well. For example, you will be able to explain why cooperation has occurred in some areas and not in others, and what conditions would be necessary for cooperation to become more likely in the latter. You will likewise **analyze** these arguments, spell out their observable implications, and **critique** them, identify their weaknesses and assumptions, and frame them relative to one another and to your knowledge about politics in other domains. You will learn to **evaluate** these arguments and determine their accuracy and merits by using qualitative and quantitative evidence. And finally, the course aims to help you **generate your own conclusions** about these phenomena, on the basis of all of the above.

The second set of objectives parallel the substantive aims above. Namely, this course aims to advance your mastery of essential **communication skills** as applied to political and policy analysis, using, as the Blue GER CC requirement indicates, "communication as a form of inquiry, invention, and reflection." By the end of this course, you should be able to communicate effectively in more than one genre, medium, or mode, for various audiences and purposes, in a suitable tone for each. And you should be able to use formal communication to contribute to a conversation in our "global governance" field of study, in particular. To that end, the assignments range from academic research writing to video "explainers." Many of these assignments also embed an iterative process, scaffolded in stages, with peer commentary, revision, and/or reflection, plus instructor feedback along the way.

Thus, by the end of the course, you will be able to produce concise and focused analyses, in multiple modes or genres, describing and explaining political phenomena, for different audiences. You will be able to identify the kinds of evidence that might support or undermine causal claims about such

phenomena. You will be able to describe the connections between governance of these issues at home, locally, at the national level, and at the transnational or inter-state level. We hope to excite you to get involved with these critical issues in some capacity, as well. With the knowledge you gain from this course, you will be better prepared to contribute to solutions to these core global challenges. You will be more competitive for jobs and positions in domestic government, international organizations, non-governmental advocacy organizations, or international business that touch on these core challenges and issue-areas.

How Is This Course Going to Work? Format & Your Weekly Workflow

We will meet twice a week synchronously, in person, in our designated classroom. Should altered Emory policies, faculty illness, or quarantine conditions dictate otherwise, we will continue to meet synchronously via the Zoom location at the top of this syllabus, as a backup alternative. Likewise, if you are going to be absent for medical/pandemic/otherwise excused reasons, you may Zoom in to class synchronously. Recordings of all class sessions will also be posted for review after the fact.

Your Weekly Workflow

1. Read the assigned reading for the upcoming sessions, taking note of the learning objectives and key questions for the material described in the corresponding Canvas module(s)
2. Attend and participate actively in class on Tuesday and Thursday, and be ready to succeed on the one-question reading quiz at the beginning of class, on the single main reading of each day
3. Optionally participate in online dialogue and discussion with other students about that week's material, or post about some idea or concept or example that confused you
4. On specified dates, there is an assignment due, whether a nontraditional take-home project or a sequential component in the research paper drafting process
5. There are no exams in this course

Before each session, you should do the assigned reading, and prepare for discussion using the questions and prompts posted on that session's Canvas page. You will also optionally monitor and contribute to the Canvas discussion thread for that module of the course. In class, we will start with a 1-minute reading quiz, with one question, on the main assigned research article for that session. Then we may present some short background material and then engage in whole-class or small group discussions of key questions about the day's material. Sometimes we may do specialized group simulations or exercises; other times, the instructors will present new empirical material or a research study for you to analyze and evaluate in class. The aim of these sessions will be to assess and consolidate our understanding of the core concept and applications, and to evaluate those ideas with the material in the readings and beyond, to relate them to other arguments and issue-areas we have previously covered, and to build up our empirical evaluation and research design analysis skills.

What Will Be Graded in This Course?

Grades will be based on the following items:

- 20% **attendance and participation (AP)**, including attendance, questions, discussion, group activities
- 5% **reading quizzes (RQ)**, a 1-minute, closed-ended, 1 question quiz at the start of each class session
- 10% **IGO description & analysis (A1)**, *consisting only* of text generated by an AI LLM like ChatGPT, plus your assessment of the accuracy of its output on an accompanying rubric
- 10% **first “explainer” video (A2)**, concisely summarizing, analyzing, and critiquing one research paper reading
- 10% **second “explainer” video (A3)**, concisely posing and motivating your research paper puzzle and question, explaining your thesis and framing it in relation to course ideas, and walking through your research design and preliminary results and your conclusions from them
- 5% **peer feedback (A4)** on one other student/group’s second explainer video and research project
- 40% written **research paper** (20-25 pages), with a sequence of elements and deadlines (see below), including a **proposal (RP1)**, **plan (RP2)**, **draft (RP3)**, and **final submission (RP4)**

Attendance and participation (AP). You will master this material more efficiently and effectively if you regularly attend and actively participate in class. Each session we record your attendance and assess the quality of your in-class participation, with particular attention to how you respond when randomly selected. Your participation score is also a function of the quality of your engagement in class discussion & other class activities. We encourage you to use the course Canvas discussion threads to post your ‘muddiest point’ (an area of confusion from that day’s material), questions, examples, and comments in dialogue with the other students, and this, along with your participation outside of class in office hours, may be factored into this grade component if it contributes meaningfully to your learning.

Reading quizzes (RQ). Each class session after the first will begin with a 1-minute, 1-question, closed-ended quiz to assess your understanding of the main assigned research article reading for that session. Students may not communicate with peers while this quiz is underway. The correct answer will be revealed by the end of class. These questions will focus on the most important lessons, arguments, and findings in the article, not memorizable minutiae. So take notes on the big picture points and a bit on the empirical strategy or findings from the paper as well. The learning objective of this assignment is to incentivize you to do the core assigned reading with some care, in advance, and for you to assess your understanding of one key takeaway point from that reading. There will be 27 such quizzes. Correct answers receive 1 point. You can earn a 100 percent in this grade component if you get 15 or more correct responses, out of the 27 opportunities. That is, your quiz grade at the end will your total quiz points as a percent of 15 (with a maximum percent of 100). The denominator in this calculation will be reduced by 15/27 of a point for each excused absence or excused attendance delay you accumulate over the semester. If you get more than 15 points, however, you will earn a small amount of extra credit, such that each additional point will add 1 percentage point above 100 to this component of your overall course grade.

Nontraditional assignments. This course aims for you to improve your skills in communicating to various audiences, in various media or genres, about international politics. These three nontraditional assignments seek to advance that aim, while also scaffolding in concepts and intermediate steps useful for your later work in the course. Fuller details of each task can be found on their respective Canvas assignment instructions, along with examples of that type of project. We encourage you to work in pairs for each of these assignments.

1. **IGO description & analysis (A1)**. For this assignment, you will select (and sign up for) one specific IGO (or IGO subunit), research some of its core features and characteristics, and analyze

how that IGO scores in terms of two important concepts we will be introducing in class. The work product is a short text document (600-800 words) with descriptive and analytical components as above. But there's a catch! You cannot write any of this assignment yourself. Instead, you have to get an AI text-generating platform, such as ChatGPT, to produce the entire text you submit. We'll provide access to ChatGPT 4.0 for the class (see below). Your submission will include the final ChatGPT output you want to turn in, along with a log of the ChatGPT input that got you there, plus – and this is the only part you will be graded on – your own fact-checking and analytical assessment of ChatGPT's output (this part in your own words), reflected on the accompanying rubric. This assignment thus gives you a chance to discover essential facts about one IGO, to practice applying key concepts to this case, and to hone your skills in effectively using cutting-edge communication technology for a specific political analysis purpose. **Deadline: Sep 17 (Tu).**

2. **First “explainer” video (A2).** An “explainer” video is a “short film that aims to communicate how something works in a simple and engaging way” (Dowdall 2021), often produced with simple cartoons, diagrams, dynamic titles, or adapted memes (e.g., built around a simple back-and-forth conversation). The course Canvas site gives a full description of this assignment, along with useful resources and tools and the rubric used to assess your work. In general terms, you will select (and sign up for) one specific research paper reading on the course syllabus, read and analyze the paper, and then produce a short, engaging video, no more than 4.5 minutes long. The video will summarize the research question, argument, and findings and contributions of the paper, and place it into context with other course ideas and perspectives. The target audience might be an advanced high school student hoping to study international politics in college. First and foremost, you will aim to represent and analyze the paper's ideas correctly, as concisely as possible, and to do so in a way that might conceivably capture the attention of a Youtube scroller while still maintaining a neutrality necessary to maintaining credibility as an educator. The production values are not expected to be high. For example, you may use various media approaches, such as a short sequence of hand-drawn crude comics or diagrams, with title text, compiled via PowerPoint and then narrated into a video/slideshow from there. The medium is adaptable to your inclinations and resources – for questions or problems, consult the instructors. **Deadline:** sign up for a specific date when that reading comes up on the syllabus. We will watch your video in class when we discuss that reading.
3. **Second “explainer” video (A3).** This “explainer”, in the same style as the first one (A2) above, will focus on your research paper as the project stands up to that point. It should concisely articulate your research puzzle and question, and frame and motivate that question in light of course readings and debates. It should explain your argument or answer, and then walk us through your strategy for determining the validity of that answer empirically, along with any preliminary results. All of this should be in the engaging and informal but credibly independent voice common to such “explainer videos.” If you opt to work with a partner on the research paper, which we encourage you to do, you should work jointly with the same partner on this assignment as well. Another student or group of students (along with the instructors) will watch your video and give you feedback on the project. **Deadline: Nov 14 (Th).**

Research paper. For the research paper, you will select a tightly-focused research question on the basis of consultations with the instructor. You will pose a clear hypothesis or institutional evaluation question and evaluate it rigorously and systematically with evidence gleaned from original research using available data sources, drawing on concepts and theories of international institutions. You will develop

the ideas for the paper in a series of drafts, including the items below. We encourage you to work in pairs for this assignment. Further details are posted on Canvas.

proposal –2-page document identifying your topic, research question, and frame or motivation for your project [2%, due **Sep 24 (Tu)**]

plan – 5-6 page document motivating your study in light of the existing research; identifying your precise research question; and sketching the major contending arguments, your potential hypothesis, and (optionally) what sort of evidence you hope to use, etc. [5%, **Oct 10 (Th)**]

draft -- 10-12 page draft of full paper with preliminary evidence and results or at least a concrete empirical research strategy [8%, **Nov 7 (Th)**]

final paper -- 20+ page final revised research paper [25%, due **Dec 11 (W)**]

Table: Summary of Key Course Deadlines

	Assignment	Due Date
RQ	Reading quiz	Every session after # 1
A1	ChatGPT IGO description & rubric	Sep 17 (Tu)
A2	First “explainer video”: a reading	variable: date of the reading you are doing
RP1	Research paper proposal	Sep 24 (Tu)
RP2	Research paper plan	Oct 10 (Th)
RP3	Research paper draft	Nov 7 (Th)
A3	Second video: your project	Nov 14 (Th)
A4	Peer feedback on second video	Nov 21 (Th)
RP4	Research paper final version	Dec 11 (W)

What Are the Course Policies?

Basic principles. Our primary goal in this course is for you to successfully learn the things we are setting out for you to learn – that is, to master our learning objectives, to be able to demonstrate the skills laid out in the corresponding objectives section above. To that end, we want this to be an experience you enjoy and are excited about. We strive to treat all students equitably, to ensure you get adequate formative feedback, and to cultivate a classroom culture that invites discussion and critical engagement with diverse perspectives on our material.

Diversity & inclusion. This course embraces a multiplicity of voices and perspectives. We respect people from all backgrounds and both recognize and value the differences among ourselves, including racial and ethnic identities, religious practices, and gender expressions. Those differences are to be celebrated in and of themselves, but they also play a vital role in helping everyone engage more critically with a wider range of perspectives on the issues we cover in this course. Please let us and your peers know how you would prefer to be addressed.

Communication. Communication is especially important for the success of this learning endeavor. We intend to respond promptly to course-related emails, perhaps with a little delay on weekends. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization, first, and then us as soon as feasible. It is easier for us to address your needs if we know about them as soon as they arise. This does not mean we can successfully assist every request, but our goal is to treat you all equitably and do what we can to help you succeed in this course. One small thing: sometimes students are unsure how to address faculty members. You can call us “Professor” or “Doctor,” a mode of address appropriate to use for any faculty here at Emory.

Recordings. Our class sessions will all be audio-visually recorded as a reference for students in the class, and for enrolled students who are unable to participate live. Recorded class sessions and all other recordings and materials posted on the course Canvas site are for the sole purpose of educating students enrolled in this course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructors state otherwise. Doing so without instructor permission will be considered a conduct violation and may also be a violation of other state and federal laws, such as the Copyright Act. By participating in class, you are consenting to being included in this recording.

Illness, attendance, and pandemic health protocols. Our class will adhere to [Emory’s pandemic guidelines](#) as they evolve. This includes any masking or other measures Emory may re-introduce in future. You are expected to know and follow Emory’s [Student Community Compact](#). As per the Compact, you should “regularly self-monitor for symptoms of COVID-19,” and if you have recently tested positive or experience symptoms, do not come to class in person. For a variety of illness-related scenarios, follow the instructions provided by Emory’s “[What Do I Do If...?](#)” resource. If you are sick or in quarantine with COVID-19 or any other illness, your absence will be excused, and expect us to be flexible about attendance and assignment deadlines. You may attend and participate by Zoom if well enough, or simply review the class recordings after the fact. In such an event, please make sure to email us so that we can discuss your individual circumstances. We will provide ways for you to keep up with your work, whether you access the class online or in person. Should we become too sick to teach, we will inform you all, and the Department of Political Science will work to ensure continuity of instruction and completion of the course. If you have a health-related concern linked to our classroom, please bring it to my attention, and we will work promptly to address it, in concert with the appropriate Emory resources.

Other excused absences. If you are going to miss class or an assignment deadline due to a serious family or personal accident, illness, or emergency, a religious holiday, or an official Emory-sponsored activity (e.g., athletics, debate, Model United Nations, etc.), please inform an instructor *in advance when possible*. Your absence or delay will be excused, and reasonable accommodations will be made on your behalf.

Late assignment penalty. You will be penalized for late or missed assignments, unless the absence/delay is excused as above. The penalty for unexcused late work is 10 percentage points per day late. Missed quizzes cannot be made up.

Course grading scheme. The following grading scale will be used to calculate your final course letter grade for the class. There will be **no rounding**. For example, an 89.99 is a B+.

A	[93,100]	B-	[80,83)	D+	[67,70)
A-	[90,93)	C+	[77,80)	D	[60,67)
B+	[87,90)	C	[73,77)	F	[0,60)
B	[83,87)	C-	[70,73)		

Punctuality and distractions. Please be on time. The distraction of late arrivals is inconsiderate to classmates. Likewise, please silence your phones and eliminate other disruptions, as much as possible, prior to the start of class.

Academic Advising and Academic Support. All Emory College students are assigned a professional academic advisor (in addition to a faculty advisor once they have declared a major) in Emory's [Office of Undergraduate Education](#) (OUE) in [Candler Library](#), Suite 200. OUE Advisors assist students with course planning, degree progress, and navigating challenges or concerns that may occur, and can provide referrals to appropriate campus partners to aid students in resolving concerns. If an academic advisor is unavailable and the situation is time-sensitive, students may email oue.advising@emory.edu. OEU also holds virtual office hours and schedules appointments online via [College Connect](#). OUE also hosts a range of resources designed to enrich each student's educational experience and support their academic progress, at oue.college.emory.edu.

Writing Center and English Language Learners (ELL) Program. Tutors in the Emory Writing Center are available to support students of Emory College, Laney Graduate School, and the School of Nursing as they work on papers, discussion posts, websites, and other projects. Writing Center tutors work on idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists. Learn more about the Writing Center and [make an appointment](#) through the EWC website: writingcenter.emory.edu.

Accessibility and accommodations. Emory's [Department of Accessibility Services](#) (DAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must first contact DAS. Doing so as early as possible in the semester is encouraged. Students registered with DAS receive a letter outlining their academic accommodations and then should meet with the instructor to discuss a protocol to implement those accommodations throughout the semester. Students must renew their accommodation letter every semester they attend Emory. Contact the Department of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the DAS website at accessibility.emory.edu.

Canvas and course communication. There is a Canvas site for this course. This syllabus, readings, and all other materials, along with the assignment instructions, will be posted on that site. We will normally post course announcements on that site as well, but you are responsible for announcements made *during* the class periods in addition. It is a good idea to check with friends if you have missed class. Otherwise, contact us during office hours or by email (not by phone) if you have questions.

Honor Code. The [Emory Honor Code](#) is in effect throughout the semester. The Honor Code applies to any action or inaction that fails to meet the communal expectations of academic integrity. Students should strive to excel in their academic pursuits in a just way with honesty and fairness in mind and avoid all instances of cheating, lying, plagiarizing, or engaging in other acts that violate the Honor Code. Such violations undermine both the individual pursuit of knowledge and the collective trust of the Emory community. Students who violate the Honor Code may be subject to failure of the course, a reportable record, suspension, permanent expulsion, or a combination of these and other sanctions. The Honor Code may be reviewed at: catalog.college.emory.edu/policies/honor-code.html.

Citation principles. For all written work submitted in this class, unless otherwise specified, if you use words/sentences from another source, you must place those in quotations and cite the source. If you use an idea or argument from another source through paraphrase, you must also cite that source, even though quotations are not required. The format for citations and list of references will be specified in each assignment. Failure to comply with these principles constitutes a violation of the Honor Code.

Computer-generated content. Large-scale language model (LLM) tools, such as ChatGPT, have recently become widely available. Some such tools can generate lengthy text responses that are well-organized, fluent, concise, and germane. Be warned that they appear to be less successful in producing ideas, empirical claims, or references that are indeed factually valid. The proper usage and place of such tools in academic research and learning is a subject of growing debate. Emory's current policy is stated in [Appendix IV of the Honor Code](#). The policy of [this course](#) is as follows, and unless otherwise specified it applies to all coursework: if you use an artificial intelligence program to generate content for an assignment, you must explicitly cite its use and acknowledge the extent to which the tool contributed to the submission. That means you must attach a log of the prompts submitted to the automated tool along with the automated output received, as evidence of your method. We encourage you to use such tools to edit or polish author-written text, bring certain ideas to your attention, or help organize your ideas and writing. Text passages produced by such an LLM, and appropriately acknowledged as per the method above, need not be in quotes.

ChatGPT course access. The instructor maintains a course account with OpenAI's ChatGPT platform that allows use of the most advanced current version of that tool. Details on how to access this are on the course Canvas site. Be advised that your use of this account is restricted to purposes directly related to this course and this semester alone. If students violate this restriction, access to this course resource may be jeopardized for all.

Office hours. Take responsibility for your learning and ask for individual attention when you need it. We will hold one-on-one office hours sessions each week (see the schedule on the first page of the syllabus), and it is up to you whether to come to the office or the dedicated Zoom meeting ID reserved for office hours. There may sometimes be a queue: that is, if you arrive at those office hours and find yourself in the 'waiting room,' another student is meeting with the instructor at that moment, and they will admit you in turn. For our mutual convenience, you may use the [Calendly app](#) (see first page) to schedule your office hour visits; and also use that app to schedule an appointment outside of office hours if we would recognize your need as urgent or if you have a recurring conflict prohibiting your use of regular office hours.

Technical problems. You may at times experience technical disruptions to your ability to do your work for this course, such as a lost or broken laptop, internet service disruption at Emory, a slowdown or interruption of service to Emory Canvas sites, etc. We cannot prevent all such problems, and we will

provide reasonable accommodations in such situations for you to complete your work for this course. However, you should know that you, in turn, are expected to prepare in advance for these kinds of foreseeable circumstances. That means you should make a habit of beginning the assignments sufficiently far in advance so that a few minutes of connectivity disruption, for example, will not prevent you from completing it. You should make arrangements so that you can, if need be, continue your work on a different computer or device. This means you save your notes and draft work in a cloud-based storage location accessible from any internet-connected device. It means you have a record of your relevant passwords in a backup location, not merely on the laptop that was broken/lost/stolen. If you experience such a disruption to your ability to complete class work, it is also your responsibility to communicate that in a timely fashion to the instructor, prior to the assignment deadline.

Stress management and health. As a student, you may find that personal and academic stressors in your life, including those related to remote study, pandemic disruptions, economic instability, and/or racial injustice, are creating barriers to learning this semester. Many students face personal and environmental challenges that can interfere with their academic success and overall well-being. If you are struggling with this class, please visit us during office hours or contact us via email. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services – including confidential resources – are provided by staff who are respectful of students’ diverse backgrounds. For an extensive list of well-being resources on campus, please go to: <https://campuslife.emory.edu/support/>. Keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via <https://timelycare.com/emory>. Other Emory resources include:

- [Counseling & Psychological Services](#)
- [Office of Spiritual & Religious Life](#)
- [Student Case Management and Interventions Services](#)
- [Student Health Services Psychiatry](#)
- [Emory Anytime Student Health Services](#)

Readings

There is no textbook for the course. Instead, our readings are culled from academic research, the news media, think tank reports, intergovernmental organization publications, and academic blog sources. You can access all of these through the course Canvas site. You are expected to have completed the reading by the day for which it has been assigned. Other than items marked as optional or for reference below, all readings are required and serve as a basis for in-class discussion and assignments. If you are thinking about choosing a certain topic for your research paper, your first step should be to read the optional readings, if any, from the most relevant class sessions. The research articles marked with an * are eligible candidates for your **A2** “first explainer video” assignment. Readings marked with an **RQ** are the one that the quiz question that day will be about.

Course Outline

Aug 29 (Th): **1.** Introduction. Course administration. What are international organizations and global governance, and why should we learn about them? Key questions, objectives, and themes of the course. Three paradigm perspectives on international organization: realism, liberalism, and constructivism. Application: the global response to the COVID-19 pandemic.

- What is global governance?: Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 2nd ed (Boulder: Lynne Rienner, 2010), 3-33
- Three paradigms for understanding international politics: Karen A. Mingst, Heather Elko McKibben, and Ivan M. Arreguin-Toft, *Essentials of International Relations*, 8th ed (New York: WW Norton, 2019), 66-92
- [“What Does the World Health Organization Do?”](#) [blog], *Council on Foreign Relations* (Jun 2, 2022)
- Optional: [“What Is the World Health Organization?”](#) [video], *Reuters* (Apr 17, 2020)

Part I: Why Is International Cooperation Difficult?

Sep 3 (Tu): **2.** Why is international cooperation difficult 1? Climate change simulation and analysis. The climate change regime in practice.

- Umair Irfan, [“3 Wins and 3 Losses at the Biggest Climate Conference Ever,”](#) *Vox* [blog] (Dec 13, 2023)
- **RQ** Vegard Tørstad et al., [“The Domestic Politics of International Climate Commitments: Which Factors Explain Cross-Country Variation in NDC Ambition?”](#), *Environmental Research Letters* (2020), 1-10
- Optional: United Nations, [“What Is the ‘Paris Agreement,’ and How Does It Work?”](#) [video] (Jan 21, 2021)

Sep 5 (Th): **3.** Why is international cooperation difficult 2? Core concepts and hypotheses: the Prisoner’s Dilemma, the problem of collective action, information and commitment problems, domestic special interest pressures, power asymmetries and bargaining problems. Applications: sanctions against Russia, etc.

- Presh Talwakar, [“The Prisoner’s Dilemma Explained in 2 Minutes,”](#) [video] *Youtube* (Nov 10, 2014)
- **RQ** Ellen Ioanes, [“Despite Sanctions, Russian Fuel Is Still Selling – Here’s Who’s Buying,”](#) *Vox* [blog] (Oct 16, 2022)

Part II: Liberalism: How International Institutions Can Promote Cooperation under Anarchy

Sep 10 (Tu): **4.** Liberalism: the core functions of international institutions. Clarifying obligations, transactions costs, information & monitoring, reputation, enforcement, building cooperative norms, repeated interaction & reciprocity. Why use formal institutions? Legitimacy, efficiency, and the advantages of centralization and independence. Examples: global AIDS policies, ozone emissions.

- **RQ** **Very important!** Kenneth W. Abbott and Duncan Snidal, [“Why States Act through Formal International Organizations,”](#) *Journal of Conflict Resolution* 42 (Feb 1998), 3-32

- Ryan Migeed, “[International Law Was Key to Solving the Cold War’s Greatest Crisis. It Still Provides Lessons for Managing Crises Today.](#)” [blog], *Just Security* (Oct 16, 2023)
- Amy S. Patterson, “[When the US Funds Global Health, Other Countries Do, Too,](#)” *Washington Post: Monkey Cage* [blog] (Mar 21, 2017)
- *Optional: Christina Cottiero, “[Protection for Hire: Cooperation through Regional Organizations,](#)” *International Studies Quarterly* (2023)
- Optional: Adam Sella, “[UN Expert Will Investigate Reports of Sex Crimes by Hamas, Israel Says,](#)” *New York Times* (Jan 10, 2024)
- Optional: Mark Leon Goldberg, “[How Interpol Works,](#)” *UN Dispatch* [blog] (Sep 2023), and the [accompanying podcast interview](#) with Interpol Secretary General Jurgen Stock

Sep 12 (Th): **5.** Liberalism in application 1. Examples: repeated interaction and reputation in World Trade Organization (WTO) dispute settlement; setting norms in the global fight against ‘superbugs’ (the anti-microbial resistance regime); using trade linkage in environmental agreements.

- World Trade Organization, “[Understanding the WTO: Settling Disputes,](#)” [webpage] (Aug 2024)
- RQ *Mirko Heinzl and Mathias Koenig-Archibugi, “[Soft Governance against Superbugs: How Effective Is the International Regime on Antimicrobial Resistance?,](#)” *Review of International Organizations* (2024), 345-374
- *Optional: for an examination of the level of and impact of trade linkage in international environmental agreements, see Jean-Frederic Morin, Clara Brandi, and Jakob Schwab, “[Environmental Agreements as Clubs: Evidence from a New Dataset of Trade Provisions,](#)” *Review of International Organizations* (2024), 33-62
- Optional: James McBride and Andrew Chatzky, “[How Are Trade Disputes Resolved?,](#)” *CFR Backgrounder* [blog] (Jan 2020)

Sep 17 (Tu): **6.** Liberalism in application 2. The climate change regime’s impact, and the IPCC’s informational function in particular. **A1 (ChatGPT IGO description and rubric) due.**

- *The setup:* liberalism’s view of the IPCC -- Eric Paglia and Charles Parker, “[The Intergovernmental Panel on Climate Change: Guardian of Climate Science,](#)” in Boin, Fahy, and Hart, eds., *Guardians of Public Value: How Public Organizations Become and Remain Institutions* (Palgrave Macmillan, 2021), 295-321
- RQ **And a critical assessment* of the limits of IPCC independence -- Patrick Bayer and Lorenzo Crippa, “[Government Influence in Information Production of International Organizations,](#)” working paper (Jun 2024)
- *Optional: Don Casler, Richard Clark, and Noah Zucker, “[Do Pledges Bind? The Mass Politics of International Climate Targets,](#)” working paper (Jul 2024)
- For reference, to learn more about the IPCC’s institutional features and work:
 - IPCC, “[About the IPCC,](#)” [webpage] (Aug 2024)
 - Hoesung Lee (Chair, IPCC), “[Statement on the 30th Anniversary of the IPCC First Assessment Report,](#)” [webpage] (Aug 31, 2020)

Sep 19 (Th): **7.** Norms: what are they, how are they established and take hold, how are they thought to influence state behavior, do they have any effect, and how are they undermined? The role of *norms entrepreneurs* and *reputational incentives*. Case study: evolution of the norm against lynching in the US. International examples: sovereignty & territorial integrity, human rights norms, tradeoffs among these norms.

- **RQ** *Michael Weaver, “‘Judge Lynch’ in the Court of Public Opinion: Publicity and the De-Legitimation of Lynching,” *American Political Science Review* 113 (2019), 293-310
- David Ignatius, “Russia Is In Retreat in Every Major International Forum,” *Washington Post* (Nov 10, 2022)
- CFR Education, “Sovereignty Explained: World 101,” [video] (Oct 26, 2020)
- *Optional: Christina Boyes, Cody D. Eldredge, Megan Shannon, and Kelebogile Zvobgo, “Social Pressure in the International Human Rights Regime: Why States Withdraw Treaty Reservations,” *British Journal of Political Science* (2024), 241-259
- Optional: Kelebogile Zvobgo, “What the ICJ Ruling on *Ukraine v. Russia* Means,” *Good Authority* [blog] (Feb 9, 2024)

Sep 24 (Tu): **8.** “Naming & shaming” and the role of non-governmental organizations (NGOs). Using what strategy, and under what conditions, does naming & shaming work best? Examples: human trafficking, the “power of rankings,” and other applications. **RP1 (research paper proposal) due.**

- “The BIG IDEA: Scorecard Diplomacy,” *Duke University* [blog] (Apr 4, 2017)
- **RQ** Marc S. Polizzi and Amanda Murdie, “NGOs and Human Rights,” in Thomas Davies, ed., *Routledge Handbook of NGOs and International Relations* (London: Routledge, 2019), 251-266
- Optional: Margit Bussman and Gerald Schneider, “You Might Think the Geneva Conventions Protect Civilians, or That the Red Cross Does. Think Again.”, *Washington Post: Monkey Cage* [blog] (Oct 8, 2015)
- Optional: Eric Werker and Faisal Z. Ahmed, “What Do Nongovernmental Organizations Do?,” *Journal of Economic Perspectives* (2008), 73-92
- *Optional: Stephen Chaudoin, “How International Organizations Change National Media Coverage of Human Rights,” *International Organization* (2023), 238-261

Sep 26 (Th): **9.** Credible commitment and enforcement, and “sovereignty costs.” When do international institutions help leaders “tie hands” in making domestic political reforms? Example: how some institutions are better at enforcing democratization and human rights.

- **RQ** *Emilie M. Hafner-Burton, Edward D. Mansfield, and Jon C. W. Pevehouse, “Human Rights Institutions, Sovereignty Costs, and Democratization,” *British Journal of Political Science* 45 (Jan 2015), 1-27
- Jori Breslawski and Madeline Fleishman, “Can ECOWAS Convince Burkina Faso to Return to Civilian Rule?,” *Washington Post* (Oct 15, 2022)

- Gabriela Baczynska and Gergely Szakacs, “In a First, European Union Moves to Cut Hungary Funding over Damaging Democracy,” *Reuters* (Sep 18, 2022)
- *Optional: and for a complementary examination of how IGOs with predominantly *authoritarian* membership help consolidate dictators’ hold on power, see Christina Cottiero and Stephan Haggard, “Stabilizing Authoritarian Rule: The Role of International Organizations,” *International Studies Quarterly* (Jun 2023)

Oct 1 (Tu): **10.** State capacity and compliance with international obligations. What is a state’s bureaucratic or legal capacity, and how can that influence its engagement with international institutional commitments? Examples: regional trade agreement implementation, antidumping bureaucracies and the World Trade Organization (WTO).

- **RQ** Abram Chayes and Antonia Handler Chayes, “On Compliance,” *International Organization* 47 (Spring 1993), 187-197
- *Julia Gray, “Domestic Capacity and the Implementation Gap in Regional Trade Agreements,” *Comparative Political Studies* (2014), 55-84
- Optional: Jeffrey Kucik and Eric Reinhardt, “Does Flexibility Promote Cooperation? An Application to the Global Trade Regime,” *International Organization* 62 (Summer 2008), 477-505, *esp. highlighted section on 483-485 and Figure 1 on 493*
- *Optional: Tarald Gulseth Berge and Øyvind Stiansen, “Bureaucratic Capacity and Preference Attainment in International Economic Negotiations,” *Review of International Organizations* (2023), 467-498

Oct 3 (Th): **11.** Why delegate authority to an international institution? When can IGOs act autonomously from powerful member-states? Principal-agent theory. Example: United Nations (UN) weapons inspections in Iraq, decisions about how to channel foreign aid.

- **RQ** Michael J. Tierney, “Delegation Success and Policy Failure: Collective Delegation and the Search for Iraqi Weapons of Mass Destruction,” *Law and Contemporary Problems* 71 (2008), 283-286, 294-312
- Optional: Somini Sengupta, “United Nations Chief Exposes Limits to His Authority by Citing Saudi Threat,” *New York Times* (Jun 9, 2016)
- *Optional: A. Burcu Bayram and Erin R. Graham, “Knowing How to Give: International Organization Funding Knowledge and Public Support for Aid Delivery Channels,” *Journal of Politics* (Oct 2022), 1885-1898

Part III: Realism: Powerful States Shape International Organizations and Cooperative Outcomes

Oct 8 (Tu): **12.** “Realist” criticisms of institutional theory: selection bias, endogeneity, and irrelevance. Do institutions really constrain states? Example: nuclear arms control and compliance with human rights court rulings.

- **RQ** George W. Downs, David M. Rocke, and Peter N. Barsoom, “[Is the Good News about Compliance Good News about Cooperation?](#)”, *International Organization* 50 (1996), 379-384, 387-397
- *Optional: for a contrary take, see Florencia Montal and Gino Pauselli, “[Is the Bad News about Compliance Bad News about Human Rights? Evidence from the Inter-American Commission on Human Rights](#),” *International Studies Quarterly* (2023)
- Optional: Todd Allee and Andrew Lugg, “[US Negotiators Made Sure the TPP Agreement Reflects US Interests](#),” *Washington Post: Monkey Cage* [blog] (Aug 1, 2016)

Oct 10 (Th): **13.** Who shapes IGO decisions? How much, and how, do powerful states get their way in international institutions? Formal voting rules, financing, and informal power. Case studies: the IMF and international climate finance. **RP2 (research paper plan) due.**

- **RQ** Randall Stone, *Controlling Institutions: International Organizations and the Global Economy* (New York: Cambridge Univ. Press, 2011), 51-79
- *Optional: Erin R. Graham and Alexandria Serdaru, “Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance,” *International Organization* 74 (Fall 2020), 671-706
- *Optional: Richard Clark, “Pool or Duel? Cooperation and Competition among International Organizations,” *International Organization* (Fall 2021), 1133-1153
- Optional: Timon Forster, Alexandros Kentikelenis, and Leonard Seabrooke, “[Board Games: How States Pursue Preferences in International Organizations](#),” working paper (2024)

Oct 15 (Tu): **Fall Break.** No class.

Oct 17 (Th): **14.** Voting rules and informal power in the United Nations Security Council (UNSC). How great powers get their way in the UNSC and other IGOs.

- **RQ** *Axel Dreher, Valentin Lang, B. Peter Rosendorff, and James Raymond Vreeland, “[Bilateral or Multilateral? International Financial Flows and the Dirty-Work Hypothesis](#),” *Journal of Politics* (Oct 2022), 1932-1946; and see a shorter blog about this paper at “[Governments Use International Organizations to Hide Contentious Foreign Policies](#),” *JOP Blogpost* [blog] (Feb 11, 2022)
- *Optional: China does something similar, as well: Yu Wang, “[Leader Visits and UN Security Council Membership](#),” *International Studies Quarterly* (2022), 1-10
- *Optional: and Lucie Lu, “[Be My Friendly Reviewers: How China Shapes its Reviews in the UN Human Rights Regime](#),” working paper (May 2024)

Oct 22 (Tu): **15.** Counterpoint 1. What benefits, if any, do small or weak states get out of their formal roles in IGO decision-making? Do the rules give them advantages in achieving their aims in international politics in any way, and how?

- **RQ** *Christoph Mikulaschek, “[The Power of the Weak: How Informal Power-Sharing Shapes the Work of the UN Security Council](#),” working paper (Apr 2021)
- Mark Leon Goldberg, “[It’s Security Council Election Time at the United Nations](#),” *UN Dispatch* [blog] (Jun 2024)
- Optional: Andrew Yeo, “[From the Kabul Airlift to BTS at the UN: South Korea’s Middle Power Role](#),” *Brookings* [blog] (Sep 21, 2021)
- *Optional: Katherine M. Beall, “[Empowering to Constrain: Procedural Checks in International Organizations](#),” *Review of International Organizations* (Sep 2024), 443-468
- *Optional: Joost Pauwelyn and Krzysztof Pelc, “[Can Informal Judicial Norms Protect against Political Pressure?](#),” *Review of International Political Economy* (Aug 2024), 1-23

Oct 24 (Th): **16.** Counterpoint 2. How has the rise of China and other large emerging markets affected the traditional dominance of the Western great powers in key global IGOs? What implications are there of changing global power distributions for liberalism’s view of IGO performance or prevailing realist views of the preeminence of the United States in global governance?

- **RQ** *Cameron Ballard-Rosa, Layna Mosley, and B. Peter Rosendorff, “[Paris Club Restructuring and the Rise of China](#),” working paper (Apr 2024)
- *Optional: Mitchell Watkins, “[Undermining Conditionality? The Effect of Chinese Development Assistance on Compliance with World Bank Project Agreements](#),” *Review of International Organizations* (2022), 667-690

Part IV: Constructivism: IGO Bureaucracies, with Their Own Biases, Influence Outcomes

Oct 29 (Tu): **17.** Going rogue: a constructivist theory of IGO bureaucracies. Bureaucratic politics and the interests, ideology, and agency of IGO staff. Example: IMF lending practices.

- Michael N. Barnett and Martha Finnemore, “[The Politics, Power, and Pathologies of International Organizations](#),” *International Organization* 53 (Autumn 1999), 699-702, 707-719
- **RQ** *Jeffrey M. Chwieroth, “[‘The Silent Revolution’: How the Staff Exercise Informal Governance over IMF Lending](#),” *Review of International Organizations* 8 (2013), 265-290
- *Optional: Mark Copelovitch and Stephanie Rickard, “[Partisan Technocrats: How Leaders Matter in International Organizations](#),” *Global Studies Quarterly* (2021), 1-14
- *Optional: for a contrary (and realist) finding, see Richard Clark and Lindsay R. Dolan, “[Conditionality and the Composition of IO Staff](#),” working paper (Sep 2022)

Oct 31 (Th): **18.** IGO bureaucratic agency effects in other arenas. Examples: UN peacekeeping and public health aid.

- **RQ** *Kseniya Oksamynta, Oisín Tansey, Sarah von Billerbeck, and Birte Julia Gippert, “[Theorizing Decision-Making in International Bureaucracies: UN Peacekeeping](#)”

[Operations and Responses to Norm Violations](#),” *International Studies Quarterly* (Dec 2023)

- *[Optional](#): Leonardo Baccini, Mirko Heinzl, and Mathias Koenig-Archibugi, “The Social Construction of Global Health Priorities: An Empirical Analysis of Contagion in Bilateral Health Aid,” *International Studies Quarterly* (2021), 1-15
- [Optional](#): for more background on UN peacekeeping operations in past decades, see Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 2nd ed (Boulder: Lynne Rienner, 2010), 323-355

Nov 5 (Tu): **19.** Are the judges and decisions of international courts biased, and if so, in what ways? Realism, constructivism, and liberalism in international tribunal rulings. Do nationality, ideology, gender, or other judge characteristics seem to influence their judgments? Applications: WTO dispute settlement rulings, the ECHR, and the ICJ’s judgment on Israel in Gaza.

- First, an in-class group activity: you be the judge in the EU-US Section 301 WTO dispute
- **RQ** *Erik Voeten, “The Impartiality of International Judges: Evidence from the European Court of Human Rights,” *American Political Science Review* (Nov 2008), 417-433
- Kelebogile Zvobgo, “[UN Court Says Israel May Have Violated the Genocide Convention](#),” *Good Authority* [blog] (Jan 30, 2024)
- *[Optional](#): Erik Voeten, “[Gender and Judging: Evidence from the European Court of Human Rights](#),” *Journal of European Public Policy* (2021), 1453-1473
- [Optional](#): also relevant to this topic is, from above, Joost Pauwelyn and Krzysztof Pelc, “[Can Informal Judicial Norms Protect against Political Pressure?](#),” *Review of International Political Economy* (Aug 2024), 1-23
- [Optional](#): for more information on the Israel-Gaza ICJ preliminary ruling, see Ryan Goodman and Siven Watt, “[Unpacking the International Court of Justice Judgment in *South Africa v Israel* \(Genocide Case\)](#),” *Just Security* [blog] (Jan 26, 2024)

Part V: IGO Legitimacy, Information, and Domestic Public Opinion and Populism

Nov 7 (Th): **20.** The legitimacy of IGOs. Does the mass public view international organizations as “legitimate”? Do citizens prefer that their governments follow international law? If so, under what conditions and why? Assessing the liberal view of the “independence” function of IGOs. **RP3 (research paper draft) due.**

- **RQ** Adam Chilton and Katerina Linos, “[Preferences and Compliance with International Law](#),” *Theoretical Inquiries in Law* (2021), 247-298
- *[Optional](#): Saki Kuzushima, Kenneth Mori McElwain, and Yuki Shiraito, “[Public Preferences for International Law Compliance: Respecting Legal Obligations or Conforming to Common Practices?](#),” *Review of International Organizations* (2024), 63-93

- Nov 12 (Tu): **21.** Do IGOs provide politically relevant information to domestic audiences? Application: election monitoring. How does election monitoring work? Does election monitoring help improve governance? Why do authoritarian regimes sometimes invite election monitors, and are there ways for dictators to subvert the monitoring process? Challenges and controversies.
- **RQ** *Susan D. Hyde and Nikolay Marinov, “[Information and Self-Enforcing Democracy: The Role of International Election Observation](#),” *International Organization* 68 (Spring 2014), 329-359
 - Optional: “[Declaration of Principles for International Election Observation and Code of Conduct for International Election Observers](#)” (New York: United Nations, 2005) and the Carter Center’s “[Q&A](#)” about the Declaration
 - Optional: Judith Kelley, “Election Observers and Their Biases,” *Journal of Democracy* 21 (Jul 2010), 158-172
 - Optional: *Daniel L. Nielson, Susan D. Hyde, and Judith Kelley, “[The Elusive Sources of Legitimacy Beliefs: Civil Society Views of International Election Observers](#),” *Review of International Organizations* (2019), 685-715
- Nov 14 (Th): **22.** The “screening” function. Application: why do states appeal to the UNSC, and what do they get out of it? **A3 (second explainer video) due.**
- **RQ** *Terrence L. Chapman, “[Audience Beliefs and International Organization Legitimacy](#),” *International Organization* (Oct 2009), 733-764
 - Optional: *Christoph Mikulaschek, “[The Responsive Public: How European Union Decisions Shape Public Opinion on Salient Policies](#),” *European Union Politics* (2023), 645-665
- Nov 19 (Tu): **23.** Descriptive representation, constructivism, and identity influences on IGO legitimacy in the eyes of the mass public. Applications: refugee policy and the UNHCR, and more.
- **RQ** *Wilfred M. Chow and Enze Han, “[Descriptive Legitimacy and International Organizations: Evidence from United Nations High Commissioner for Refugees](#),” *Journal of Politics* (2023), 357-371
 - *Optional: Richard Clark, Christoph Mikulaschek, and Julia C. Morse, “[A Seat at the Table: How Serving on the Security Council Shapes Public Opinion about the United Nations](#),” working paper (2024)
- Nov 21 (Th): **24.** IGO legitimacy under stress: the populist backlash. How much backlash has occurred? What is driving it? What are its implications for global governance? **A4 (peer feedback) due.**
- **RQ** Richard Clark, Lindsay R. Dolan, and Alexandra O. Zeitz, “[Accountable to Whom? Public Opinion of Aid Conditionality in Recipient Countries](#),” working paper (Aug 2024)

- *Optional: Mikael Rask Madsen, Juan A. Mayoral, Anton Strezhnev, and Erik Voeten, “Sovereignty, Substance, and Public Support for European Courts’ Human Rights Rulings,” *American Political Science Review* (2022), 419-438
- Nov 26 (Tu): **25.** How do leaders and political elites shape the populist backlash against global governance and international institutions?
- **RQ** *Lisa M. Dellmuth and Jonas Tallberg, “Elite Communication and the Popular Legitimacy of International Organizations,” *British Journal of Political Science* 51 (2021), 1292-1313
 - *Optional: Anton Strezhnev, Beth A. Simmons, and Matthew D. Kim, “Rulers or Rules? International Law, Elite Cues, and Public Opinion,” *European Journal of International Law* (Nov 2019), 1281-1302
 - *Optional: Allison Carnegie, Richard Clark, and Lisa Fan, “Multilateral Messaging: International Organizations, Social Media, and Public Opinion,” working paper (2024)
- Nov 28 (Th): **Thanksgiving Break.** No class.
- Dec 3 (Tu): **26.** Do international institutions provide legitimate information to market actors? Do market reputational concerns improve outcomes and constrain state behavior? Application: bilateral investment treaties, investor-state dispute settlement (ISDS), and foreign investment flows.
- Scripps Howard Foundation Wire, “What is ISDS?” [video] (Feb 24, 2016)
 - **RQ** *Todd Allee and Clint Peinhardt, “Contingent Credibility: The Impact of Investment Treaty Violations on Foreign Direct Investment,” *International Organization* 65 (Jul 2011), 401-432
- Dec 5 (Th): **27.** Design: flexibility provisions. Why do international institutions allow states to waive the rules? How can states design flexibility provisions to constrain abuse and promote deeper agreements and long-run cooperation? Application: WTO flexibility provisions and human rights treaty derogations.
- **RQ** *Jeffrey Kucik and Eric Reinhardt, “Does Flexibility Promote Cooperation? An Application to the Global Trade Regime,” *International Organization* 62 (Summer 2008), 477-505
 - Nathan J. Brown, “Egypt Is in a State of Emergency. Here’s What That Means for Its Government.” *Washington Post: Monkey Cage* [blog] (Apr 13, 2017)
 - *Optional: Emilie Hafner-Burton, Laurence R. Helfer, and Christopher Fariss, “Emergency and Escape: Explaining Derogations from Human Rights Treaties,” *International Organization* 65 (2011), 673-707
 - *Optional: Benjamin Daßler, Tim Heinkelmann-Wild, and Martijn Huysmans, “Insuring the Weak: Exit Clauses in International Organization,” working paper (Jul 2022)

Dec 10 (Tu): **28.** The politics of withdrawal and renegotiation of international institutions. Why do countries quit? Implications for debates about the role of IGOs.

- **RQ** *Inken von Borzyskowski and Felicity Vabulas, "Hello, Goodbye: When Do States Withdraw from International Organizations?", *Review of International Organizations* 14 (2019), 335-366

Dec 11 (W): **RP4 (research paper final version) due 5:00p**

NO FINAL EXAM