



## Policies and Resources

**College Credit Hour Policy:** This course follows the College credit hour policy for a four-credit (standard) course. The course meets twice per week for 75 minutes each. In addition, each student will be responsible for participation in at least two in-class debates, which will require substantial independent research. The course requires significant reading of academic papers and monographs, which are assigned for discussion during specific class meetings. Students are strongly encouraged to attend office hours, which will be held for two hours each week and by appointment at other times. The total time commitment for the course should average twelve hours per week.

**Course Learning Outcomes:** Students should leave the course with substantive knowledge about a variety of international organizations, a grasp of the key literature and debates, and an ability to articulate original, critical arguments. The specific criteria for evaluating exams are attached at the end of the syllabus for reference.

**Academic Honesty Policy:** All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: [www.rochester.edu/college/honesty](http://www.rochester.edu/college/honesty). Special policies for this course: students are encouraged to study collaboratively and form discussion groups; collaboration is encouraged in preparation for in-class debates; students writing W papers are encouraged to solicit feedback from fellow students, friends, the College Writing, Speaking and Argument Program, and other sources on their papers. Papers and exams must be your own work, however. **Plagiarism** is specifically prohibited. **Plagiarism** is specifically prohibited.

## **Course Outline:**

### ***Jan. 12: International Organization and IR Theory (lecture)***

### ***Jan. 17: The Demand for International Organization***

Keohane, Robert O. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. (Princeton: Princeton Univ. Press), Chpt. 4.

Vaubel, Roland. 1986. A Public Choice Approach to International Organization. *Public Choice* 51: 39-57.

Hurd, Ian. 2020. *International Organizations: Politics, Law, Practice*, Chpt. 1.

### ***Jan. 19: A Model of International Organization***

Stone, Randall W. *Controlling Institutions: International Organizations and the Global Economy*. (Cambridge: Cambridge University Press, 2011). Chapters 1-3.

### ***Jan. 24: The UN Security Council***

#### ***Debate: Syria***

Hurd, Chpt. 4.

Fang, Songying. 2008. The Informational Role of International Institutions and Domestic Politics. *American Journal of Political Science* 52 (2): 304-21.

Voeten, Eric. 2005. The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force. *International Organization* 59 (3) (Fall): 527-57.

### ***Jan. 26: Vote Buying in the UN***

Hurd, Chpt. 3.

Kuziemko, Ilyana and Eric Werker. 2006. How Much Is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations. *Journal of Political Economy* 114 (4): 905-30.

Alexander, Dan, and Bryan Rooney. 2019. Vote Buying by the United States in the United Nations. *International Studies Quarterly* 63(1): 168-176.

### ***Jan. 31: Power and International Cooperation***

#### ***Debate: Keynes v. White***

Keohane, 1984. Chpts 3, 8.

### ***Feb. 2: International Institutions and Cooperation***

Keohane, 1984. Chpts. 5-6.

Koremenos, Barbara, Charles Lipson and Duncan Snidal. 2001. The Rational Design of International Institutions. *International Organization* 55 (4) (Autumn): 761-799.

***Feb. 7: Trade Disputes***

***Debate: WTO case***

Davis, Christina L., and Sarah Blodgett Bermeo. 2009. Who Files? Developing Country Participation in GATT/WTO Adjudication. *The Journal of Politics* 71 (3) (July): 1033-1049.

Johns, Leslie and Krzysztof J. Pelc. 2018. Free Riding on Enforcement in the World Trade Organization. *Journal of Politics* 80 (3): 873-889.

Hurd, Chpt. 5.

***Feb. 9: The Evolution of the World Trading System***

Steinberg, Richard. 2002. In the Shadow of Law or Power? Consensus-Based Bargaining and Outcomes in the GATT/WTO. *International Organization* 56 (2): 339-74.

Davis, Christina. 2004. International Institutions and Issue Linkage: Building Support for Agricultural Trade Liberalization. *American Political Science Review* 98 (1) (February): 153-69.

***Feb. 14: Power and International Bargaining***

***Debate: The Doha Round***

Stone, 2011. *Controlling Institutions*, Chpt. 5.

Carnegie, Allison. 2014. States Held Hostage: Political Hold-Up Problems and the Effects of International Institutions. *American Political Science Review* 108 (1): 54-70.

***Feb. 16: Institutions for International Finance***

Stone, 2011. *Controlling Institutions*, Chpts. 4, 7-9.





Hurd, Chpt. 9.

***Apr. 11: International Indicators and Rankings***

Kelley, Judith G. and Beth A. Simmons. 2015. Politics by Number: Indicators as Social Pressure in International Relations. *American Journal of Political Science* 59 (1): 55-70.

Morse, Julia C. 2019. Blacklists, Market Enforcement, and the Global Regime to Combat Terrorist Financing. *International Organization* 73 (3): 511-545.

***Apr. 13: Informal IOs and Deference***

Vabulas, Felicity, and Duncan Snidal. 2013. Organization without Delegation: Inform

## Exam Grading

Exams will consist of identification items (IDs) and essays.

The IDs will look like academic parenthetical citations (e.g. Stone 2011). You will be expected to recognize the citation and briefly indicate what the paper or book was about, what its main argument was, and why it was important to the subject of the course. Each ID will be graded 0 to 3 points based on the information conveyed. This is intended to be a check on your reading, but also to familiarize you with the web of citations that you will see when you read the articles, so

The essays will be open-ended questions (there is not intended to be a right or wrong answer), which give you an opportunity to make original, critical arguments that draw on the readings you have done and link them to various substantive issues. You will write one essay on the midterm and two on the final, but you will always have a choice of questions.

### Essay Grading Rubric

The essays are graded (0 to 3 points) on each of eight criteria, which are explained below. Total possible points: 24.

1. *Answering the question.* Does the essay answer the question adequately? Does it cover all of the issues requested?
2. *Readings.* Where appropriate, does the essay integrate readings that have been covered in the course? How well have the readings been understood?
3. *Argument.* Does the essay make a clear argument? How much independent thought does it demonstrate?
4. *Historical evidence.* Does the essay support the argument with appropriate historical examples?
5. *Contemporary evidence.* Does the essay support the argument with contemporary examples, or demonstrate an awareness of the contemporary implications of theoretical debates?
6. *Critical thinking.* Does the essay offer effective criticism of some author or point of view represented in the
7. *Analysis.* Analysis is a matter of breaking things into their component parts and determining how they