

POLI 315 – International Organizations (3 Credits)
Winter 2025

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- Fridays from 10:30-11:20 in H-1213

Class Time: Fridays from 11:45-14:30
Class Location: CL 225 SGW

This course is an introduction to the topic of international organizations, which encompasses both formal international institutions—such as the UN—and informal international regimes—such as the gold standard. While international relations take place within an anarchic system, state and non-state actors are able to work together in numerous issue areas in hopes of achieving mutually beneficial outcomes. Therefore, the study of international organizations relies heavily on the study of international cooperation, in which states collaborate to manage interstate relations. We will discuss the key concepts and theories that address international organizations. We will examine the development, structure, and processes of security, economic, and human rights organizations. We will discuss organizations whose membership is limited to state actors, as well as those that include members of civil society. While students will be expected to understand the structures of these organizations, the main goal of the course is in understanding how they shape international relations.

COURSE FORMAT

The course will be held in-person. Students are expected to follow all public health guidelines that are in place at the time.

COMMUNICATIONS POLICY

For emails with the instructor or TA, every effort will be made to respond within 24 hours on weekdays. On weekends, the delay may be longer. For emails, you are expected to:

1. Include the course number and purpose of the email in the email subject.
2. Do not send follow up emails within 24 hours or on weekends. If you do, both the original and follow up emails will be ignored.
3. If your email is asking about facts found directly in the syllabus, it will be ignored (for example, asking about the date of the midterm). The syllabus is made available to all students and it is disrespectful to expect the instructor or TA to look up something when you are unwilling to do so.
4. Do not send messages through Moodle. I almost never check Moodle messages.

COURSE READINGS

All course readings will be posted on Moodle for download. I have tried to select a mixture of classic pieces and cutting-edge new research. For most topics, I have included a list of required

readings and optional readings. For the optional readings, students will only be responsible for any portion of the reading discussed in class.

REQUIREMENTS

Midterm 1: 25%

The exam will be a take home, open book exam. You may use your notes, readings, lecture slides, and lecture videos to complete the midterm, but may not communicate with others. The exam will include essay questions. Students will have some choice. While time should not be a factor in completing the exam, this does not mean that longer answers are better answers. Students will be graded on how well they can answer the questions. They will not be graded on how much they can write about literature related to the question topic. Each question will also include some element of analysis. Repeating facts will not be sufficient to earn the highest grades. Midterm 1 will be assigned on February 21 at 13:00 and is due by February 28 at 11:45. Completed midterms must be submitted on Moodle.

Midterm 2: 30%

The exam will be a take home, open book exam. You may use your notes, readings, lecture slides, and lecture videos to complete the midterm, but may not communicate with others. The exam will include essay questions. Students will have some choice. While time should not be a factor in completing the exam, this does not mean that longer answers are better answers. Students will be graded on how well they can answer the questions. They will not be graded on how much they can write about literature related to the question topic. Each question will also include some element of analysis. Repeating facts will not be sufficient to earn the highest grades. Midterm 2 will be assigned on April 4 at 13:00 and is due by April 11 at 11:45. Completed midterms must be submitted on Moodle.

Paper Proposal: 10%

To make sure that students are on the right track with their papers, students must submit a paper proposal (on Moodle) on March 7 by the start of class. The proposal should be double-spaced and no more than 1 page in length. In the proposal, students should identify the international problem that they wish to study in their paper, give a brief description of the problem, and identify the research question that they will seek to answer in their paper. Good research questions examine why something did or did not occur. For example, you might ask why an international organization was formed (or did not form) in an issue area, why it was organized in a particular manner, why the organization succeeded (or failed), etc. These types of questions will allow for you to develop and test an argument in your paper. If the proposal is well-constructed, it should serve as a first draft of the final paper's introduction.

Final Paper: 35%

Students will write a 10-12 page (excluding cover page, references, and appendices) term paper. For the papers, students must conduct a case study about an international organization of their choice. Once students have chosen an organization that interests them, they must identify a research puzzle for that case, propose a thesis and theory to answer the research question, and then use available evidence to test their proposed explanation. The chosen theory does not need to be one presented in the course. In fact, it does not even need to be a political science theory. Papers

must be double-spaced with normal margins. The cover page, reference lists, and appendices do not count towards the page limit. I do not read any main body text beyond the 12th page. Papers are due April 14 at 11:45 on Moodle.

LATE POLICY

All assignments must be submitted on Moodle (other than in-class quizzes). Exams and papers that are not turned in on time will be penalized 5% per day. Late papers will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to the course instructor ASAP. There are more solutions available if you approach me in advance. Note: Extensions and exceptions will only be given by the instructor.

RE-GRADES

If you believe that your grade on an assignment does not reflect the quality of your work, it is your right to request a re-grade. However, you must follow these steps:

1. You must wait 3 days before requesting a re-grade.
2. You must submit a written statement detailing why you believe your grade should be changed. You should point to specific areas of your exam/paper that you believe were graded unfairly AND explain why.
3. I will then re-grade your ENTIRE assignment. I reserve the right to RAISE or LOWER your grade.
4. After the re-grade, if you still believe that your grade is unfair, you must then follow the Department's procedures for re-grades.

CHANGES TO THE SYLLABUS

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle.

SCHEDULE

Friday, January 17

- **Introduction to the Course**
- **Introduction to International Organizations**
 - Required Readings
 - Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles. 2015. *International Organizations: The Politics and Processes of Global Governance*, 3rd ed. Boulder, CO: Lynne Rienner Publishers, 1-41.
 - Optional Readings
 - Haggard, Stephan and Beth A. Simmons. 1987. Theories of International Regimes. *International Organization* 41 (3): 491-517.
 - Simmons, Beth A. and Lisa Martin. 2002. International Organizations and Institutions. In *Handbook of International Relations*, edited by Walter

Carlsnaes, Thomas Risse, and Beth A. Simmons, 192-211. Thousand Oaks, CA: Sage Publications.

Friday, January 24

- **Liberal Institutionalism**

- Required Readings
 - Abbott, Kenneth W. and Duncan Snidal. 1998. Why States Act Through Formal International Organizations. *Journal of Conflict Resolution* 42 (1): 3-32.
 - Keohane, Robert. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press, 85-109.
 - Stein, Arthur. 1982. Coordination and Collaboration: Regimes in an Anarchic World. *International Organization* 36 (2): 299-324.
 - Oye, Kenneth A. 1985. Explaining Cooperation under Anarchy: Hypotheses and Strategies. *World Politics* 38 (1): 1-24.
- Optional Readings
 - Axelrod, Robert and Robert Keohane. 1985. Achieving Cooperation under Anarchy: Strategies and Institutions. *World Politics* 38 (1): 226-254.

Friday, January 31

- **Realism**

- Required Readings
 - Grieco, Joseph. 1988. Anarchy and the Limits of Cooperation. *International Organization* 42 (3): 486-507.
 - Mearsheimer, John J. 1994. The False Promise of International Institutions. *International Security* 19 (3): 5-49.
 - Response: Keohane, Robert and Lisa Martin. 1995. The Promise of Institutional Theory. *International Security* 20 (1): 39-51.
 - Krasner, Stephen D. 1991. Global Communications and National Power: Life on the Pareto Frontier. *World Politics* 43 (3): 336-342.
- Optional Readings
 - Powell, Robert. 1991. Absolute and Relative Gains in International Relations Theory. *American Political Science Review* 85 (4): 1303-1320.
 - Jervis, Robert. 1999. Realism, Neoliberalism, and Cooperation. *International Security* 24 (1): 42-63.

Friday, February 7

- **Constructivism**

- Required Readings
 - Johnston, Alistair I. 2001. Treating International Institutions as Social Environments. *International Studies Quarterly* 45 (4): 487-515.
 - Barnett, Matthew and Martha Finnemore. 1999. The Politics, Power, and Pathologies of International Organizations. *International Organization* 53 (4): 699-732.
 - Finnemore, Martha. 1993. International Organizations as Teachers of Norms: The United Nations Educational, Scientific, and Cultural

Organization and Science Policy. *International Organization* 47 (4): 565-597.

- Finnemore, Martha and Kathryn Sikkink. 1998. International Norm Dynamics and Political Change. *International Organization* 52 (4): 867-917.
- Optional Readings
 - Hurd, Ian. 1999. Legitimacy and Authority in International Politics. *International Organization* 53 (2): 379-408.

Friday, February 14 [\(Asynchronous Lecture\)](#)

- **Compliance**
 - Required Readings
 - Simmons, Beth. 1998. Compliance with International Agreements. *Annual Review of Political Science* 1 (1): 75-94.
 - Downs, George and Michael A. Jones. 2002. Reputation, Compliance, and International Law. *Journal of Legal Studies* 31 (S1): S95-S114.
 - Gilligan, Michael J. 2006. Is Enforcement Necessary for Effectiveness? A Model of the International Criminal Regime. *International Organization* 60 (4): 935-967.
 - von Stein, Jana. 2005. Do Treaties Constrain or Screen? Selection Bias and Treaty Compliance. *American Political Science Review* 99 (4): 611-622.

Friday, February 21

- **Topic: Midterm 1**
 - Review
 - Exam (Take Home) Assigned at 13:00
 - Assignment: Exam Due February 28 at 11:45 (on Moodle)

Friday, February 28

- **NO CLASS: Reading Week**

Friday, March 7

- **Historical Development of Modern International Organizations**
 - Required Readings
 - Kennedy, Paul. 2006. *The Parliament of Man: The Past, Present, and Future of the United Nations*. Toronto, ON: Harper Perennial, 3-50.
- **Security Organizations**
 - Required Readings
 - Jervis, Robert. 1982. Security Regimes. *International Organization* 36 (2): 357-378.
 - Kupchan, Charles A. and Clifford A. Kupchan. 1991. Concerts, Collective Security, and the Future of Europe. *International Security* 16 (1): 114-141.
 - Optional Readings
 - Snyder, Glenn H. 1990. Alliance Theory: A Neorealist First Cut. *Journal of International Affairs* 44 (1): 103-124.

- **Paper Proposal Due** at 11:45 on Moodle

Friday, March 14

- **UN Security Council**
 - Required Readings
 - Voeten, Erik. 2001. Outside Options and the Logic of Security Council Action. *American Political Science Review* 95 (4): 845-858.
 - Hurd, Ian. 2008. Myths of Membership: The Politics of Legitimation in UN Security Council Reform. *Global Governance* 14 (2): 199-217.
 - Optional Readings
 - Thompson, Alexander. 2006. Coercion through IOs: The Security Council and the Logic of Information Transmission. *International Organization* 60 (1): 1-34.
 - Binder, Martin and Monika Heupel. 2015. The Legitimacy of the UN Security Council: Evidence from Recent General Assembly Debates. *International Studies Quarterly* 59 (2): 238-250.
- **Peacekeeping**
 - Required Readings
 - Barnett, Michael. 1997. The UN Security Council, Indifference and Genocide in Rwanda. *Cultural Anthropology* 12 (4): 551-578.
 - Doyle, Michael and Nicholas Sambanis. 2007. The UN Record on Peacekeeping Operations. *International Journal* 62 (3): 494-518.
 - Optional Readings
 - Fearon, James D. and David D. Laitin. 2004. Neotrusteeship and the Problems of Weak States. *International Security* 28 (4): 5-43.
 - Barnett, Michael. 2006. Building a Republican Peace: Stabilizing States after War. *International Security* 30 (4): 87-112.
 - Fortna, V. Page. 2003. Inside and Out: Peacekeeping and the Duration of Peace After Civil and Interstate Wars. *International Studies Review* 5 (4): 97-114.
 - Lipson, Michael. 2007. Peacekeeping: Organized Hypocrisy? *European Journal of International Relations* 13 (1): 5-34.

Friday, March 21

- **NATO**
 - Required Readings
 - Gheciu, Alexandra. 2005. Security Institutions as Agents of Socialization? NATO and the 'New Europe.' *International Organization* 59 (4): 973-1012.
 - Rauchhaus, Robert W. 2000. Explaining NATO Enlargement. *Contemporary Security Policy* 21 (2): 173-194.
 - Optional Readings
 - Sarotte, Mary E. 2010. Perpetuating U.S. Preeminence: The 1990 Deals to 'Bribe the Soviets Out' and Move NATO In. *International Security* 35 (1): 110-137.

- Reiter, Dan. 2001. Why NATO Enlargement Does Not Spread Democracy. *International Security* 25 (4): 41-67.
- **European Union**
 - Required Readings
 - Tsebelis, George and Geoffrey Garrett. 2001. The Institutional Foundations of Intergovernmentalism and Supranationalism in the European Union. *International Organization* 55 (2): 357-390.
 - Sarotte, Mary E. 2010. Eurozone Crisis as Historical Legacy: The Enduring Impact of German Unification, Twenty Years On. *Council on Foreign Relations*. https://cfrrd8-files.cfr.org/sites/default/files/pdf/2010/09/IIIGG_Eurozone_WorkingPaper_Sarotte.pdf.
 - Optional Readings
 - Moravcsik, Andrew. 1991. Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community. *International Organization* 45 (1): 19-56.
 - Colantone, Italo and Piero Stanig. 2018. Global Competition and Brexit. *American Political Science Review* 112 (2): 201-218.

Friday, March 28

- **Economic Governance**
 - Required Readings
 - Rosendorf, P. and Helen Milner. 2001. The Optimal Design of International Trade Institutions: Uncertainty and Escape. *International Organization* 54 (4): 829-857.
 - Goldstein, Judith L., Douglas. Rivers, and Michael Tomz. 2007. Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade. *International Organization* 61 (1): 37-67.
 - Broz, J. Lawrence and Jeffry A. Frieden. 2001. The Political Economy of International Monetary Relations. *Annual Review of Political Science* 4: 317-343.
 - Drezner, Daniel W. 2014. The System Worked: Global Economic Governance During the Great Recession. *World Politics* 66 (1): 123-164.

Friday, April 4

- **Topic: Midterm 2**
 - Review
 - Exam (Take Home) Assigned at 13:00
 - Assignment: Exam Due April 11 at 11:45 (on Moodle)

Friday, April 11

- **Topic: Paper Writing Day**
 - Open office hours (in the classroom) to discuss your final papers.
 - Readings: None

Monday, April 14

- **Paper Due**
 - Assignment: Paper Due at 11:45 (on Moodle)

INTELLECTUAL PROPERTY

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

PLAGIARISM**Department of Political Science Statement on Plagiarism**

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgement” (Concordia Undergraduate Calendar 2020-2021, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>
2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student’s program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student’s academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained. (Undergraduate Calendar, p. 58). Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.
3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <https://www.concordia.ca/artsci/polisci/student-life/students.html#plagiarism> and the full (and updated) Academic Code of Conduct here:

<http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.

EXTRAORDINARY CIRCUMSTANCES

For undergraduate courses & courses that are cross-listed with graduate courses:

In the event of extraordinary circumstances and pursuant to the [Academic regulations - Concordia University](#) - Concordia University, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

STUDENTS WITH DISABILITIES

Concordia University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Access Centre for Students with Disabilities (ACSD) as soon as possible so that this office can assist with the necessary accommodations.

SEXUAL HARASSMENT

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>.