



GLS 312-1: INTERNATIONAL ORGANIZATIONS

Global Studies Department

Bentley University

Spring 2023

Professor: Dr. Summer Marion (she/her)

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Office: Morison 223

Office Hours: Mondays 11am-noon; Wednesdays 1-3pm*; Thursdays 11am-noon, and by appointment

*On February 1, February 8, and March 29, office hours will end at 2pm

Class Meeting Day & Time: Mondays and Thursdays 2pm – 3:20pm

Class Location: Jennison 421

COURSE DESCRIPTION:

This course examines mechanisms by which countries pursue cooperation in international politics. Beyond conventional intergovernmental organizations (IOs) - such as the United Nations - students will examine a range of processes, regimes, laws, norms, actors, and institutions contributing to global governance. Such efforts have facilitated cooperation among states across issue areas, including defense, trade, monetary policy, environmental protection, global health, internet use, maritime security, justice, and transportation, among many others. This course addresses central questions in the study of international cooperation: Do institutions designed to facilitate cooperation actually work? What is the architecture of these institutions, and how have they changed over time? Do they help mitigate international anarchy? And how might they influence the distribution of power among countries in the world? To what extent and how do citizens participate in global governance? In examining these questions, we will consider both a variety of actors in international cooperation, and how they exert influence across several policy issue areas.

COURSE LEARNING OBJECTIVES:

By the end of the semester, students should have improved upon: 1) their knowledge and understanding of the processes, institutions, and actors contributing to global governance across issue areas; 2) critical thinking skills; 3) analytical writing skills; 4) public speaking and communication skills targeting diverse audiences.

The primary student learning outcomes for this course include:

- ❖ Demonstrate an understanding of major processes, institutions, and actors shaping global governance
- ❖ Demonstrate an understanding of theoretical schools approaches to global governance, their strengths and limitations, and the global dynamics that shaped them
- ❖ Synthesize, analyze, and critique the explanatory power of major arguments in global governance in relation to historical and contemporary political debates
- ❖ Apply theoretical tools to interpret, analyze, and evaluate issues in global governance and international cooperation; make analytical arguments supported with evidence; and identify and discuss counter-arguments
- ❖ Communicate effectively to diverse audiences in written and oral formats relevant to the study of global governance
- ❖ Develop expertise in a specific topic, institution, or policy issue area relevant to global governance and international cooperation

COURSE REQUIREMENTS:

Students are expected to complete all readings, assignments, and exams in a timely manner. **Readings should be completed in advance of the first class meeting for each week**, and students should come to class prepared to ask questions and engage in discussion and analysis.

I. Course Readings

- a. Weiss, Thomas G. and Rorden Wilkinson. 2018. *International Organization and Global Governance*, 2nd edition (Routledge). **Referred to as the “Text”**
- b. Other selected readings, posted on Blackboard and/or accessed via direct links

II. Assignments & Grading

Reflection Papers	30%	Students will submit 2-page double-spaced response papers on the readings for any five weeks of their choice. Detailed instructions to be presented in class. Each paper is worth 6% of the total grade. Please upload to Brightspace prior to the start of class, and submit a hard copy in class. At least three response papers must be submitted prior to Spring Break.
Midterm Exam	25%	The midterm exam will cover all readings and material from the first part of the course. It will be take-home and open note.
Participation & Attendance	15%	Attendance (5%), participation (10%).
Presentation	10%	Group presentation on final projects during the final two weeks of the semester.
Final Project	20%	Research assignment with individual & group components culminating in paper & podcast, with accompanying text and resources. Please upload to Blackboard by May 9 at 11:30am.

Response Papers: Students will complete five 2-page double-spaced papers on the readings for weeks of their choice, to be briefly discussed in class. Instructions to be distributed and discussed in class. Papers must be uploaded to Brightspace prior to the start of class on Monday of each week. Students must also submit a hard copy in class. The first three response papers must be submitted prior to spring break.

Midterm Exam: The midterm will cover all material from the first half of the semester. It will be take-home and open note. Students will be asked to synthesize material in the form of short answer and essay questions, provide examples of key concepts from the class, and make evidence-based arguments relevant to course material.

Participation and Attendance: Students are required to attend and participate in class unless they have contacted me in advance about an extenuating circumstance. Missing more than 2 classes unexcused may jeopardize student’s participation grade. Participation lends itself to success in other components of the class—the more you engage with your classmates and the material, the more you will learn! Participation can take multiple forms. It can include speaking in full class or small group activities, asking questions, responding to questions, and engaging in class activities.

Final Project: In groups of three, students will select a theme in the class, complete an individual research assignment on a topic related to that theme, and finally, script, and record a podcast bringing together the group’s findings. Students are required to submit descriptive text and additional resources accompanying their podcast. Project groups will be assigned based on student interests. Detailed instructions to be distributed in class. We will set aside class time over the course of the semester for project development and peer review of drafts.

Presentation: Students will give a 20-minute group presentation on their final projects at an assigned time in class during the final two weeks of the semester. Presentations must include a visual aid. Each group member must take an active role in presenting.

Extra Credit: Students may briefly present a short news article related to an area of global governance at the beginning of class. Please email me by noon on the day class meets if you would like to do this. Extra credit will be applied to the overall grade at the end of the semester, and may be used to round up any borderline grades. For instance if a student has an average of 89.4, this could bump up the final grade to an A-. Students may also attend and write a short paragraph about a campus lecture. Talks that count for extra credit will be announced in class.

Grading Rubric for Class Participation

Points	Level of Participation
100	Actively participates (in some form) during almost every class. Demonstrates excellence in grasping key concepts; ability to critique readings and ideas; stimulates discussion; consistently provides evidence from class readings for support of opinions.
85	Participates during most classes. Demonstrates understanding of most major concepts; often supports ideas with evidence.

75	Minimal participation in class. Demonstrates shallow understanding of course material; does not support claims with evidence.
50	No participation in class. Does not engage with material or classmates.
0	No participation in class and has missed more than 2 lectures without a previously discussed excuse.

Final grades will be determined using the following percentage scale:

A = 95-100	A- = 90-94	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F = Below 60

CLASSROOM POLICIES & ETIQUETTE

Mask Policy: I ask that you wear a mask over your mouth and nose in our classroom for the duration of the semester. This will help us keep each other safe—along with friends, family, and loved ones who we may spend time with outside of class. It will also increase the likelihood that we will be able to continue meeting in person, especially as we are likely to see new COVID-19 variants circulating this winter.

Name Placards: Please bring a name placard displaying the name by which you wish to be called to class each day. I will provide placards on the first day. As we all get to know each other, this will ensure that everyone in the room is addressed appropriately by both the instructor and other students. I make every effort to learn students' names early in the semester. If for some reason I call you by a name other than your preferred name, please do not hesitate to let me know so I can correct myself.

Laptops and Cellphones: Please use laptops only for note-taking during designated times, and not for any other purpose during class. Cell phones should remain out of view (in your bag rather than on the desk or in your lap) in order to minimize distractions.

Appealing a Grade: If you have concerns about a grade, you have one week to appeal your grade from the date the assignment is returned to you or grades are posted. Appeals must be submitted to me in writing via email, outlining your concerns and explaining why you are requesting a re-grade.

Late Assignments & Incompletes: Students are expected to meet deadlines listed in the syllabus and reach out to me **well in advance** if extenuating circumstances will prevent them from doing so. Barring such extenuating circumstances, **assignments submitted after the deadline will be marked down at least 10 percentage points per day late, and I will not accept assignments more than one week late.**

In general, Incompletes will not be granted for this course except under extraordinary circumstances. In cases where Incompletes are approved, I will work with the student to come up with a contractual agreement for completion of coursework, in compliance with university policy.

These policies are in place to ensure your success and encourage timely completion of coursework for all students. I strongly encourage you to **meet with me early to discuss any challenges or extenuating circumstances you are facing**, so we can work together to come up with a plan to help you enjoy and succeed in the course.

Make-Up Exams: Make-up exams will only be scheduled if a student reaches out to me in advance with a valid excuse for missing the exam. In general, if you miss an exam without contacting me in advance about an extenuating circumstance, you will not be able to make-up or receive credit for the exam.

Academic Honesty & Plagiarism: In adherence with Bentley’s Honor Code, students are expected to submit professionally written academic work. This requires thorough research and collection of evidence, as well as analysis. Plagiarism may occur either deliberately or by accident. Passing off work written by someone else as your own constitutes plagiarism. This includes use of AI tools—such as ChatGPT—to complete assignments. Plagiarism may also take the form of including any ideas that are not common knowledge in your work without citation. When in doubt, cite—and if you are uncertain about a specific situation, please reach out to me. Over-citing is always preferable to under-citing.

I will accept any citation style so long as you are consistent. I encourage you to look into citation trackers such as Zotero or Mendeley to help keep track of your sources.

Classroom Respect: Be civil to your fellow students and your professor. In the spirit of open debate and intellectual curiosity, I ask that you approach our classroom discussions with an open mind, be willing to consider new evidence, and challenge your previously held beliefs. To create a space where all students feel comfortable engaging with new ideas, please be thoughtful in your questions and comments.

Classroom Engagement: You will get out of this class what you put into it. Don’t be afraid to speak up and ask questions if you don’t understand something—chances are, you are not alone. Questions and informed opinions are always encouraged.

Email Etiquette: Please address all emails appropriately (e.g., “Dear Professor X,”). I do my best to respond to student emails within 24 hours Monday through Friday, though there may be times I require slightly longer due to other responsibilities. I do not generally check my email over the weekends or on holidays.

UNIVERSITY RESOURCES & POLICIES

All courses offered at Bentley University reflect our institution’s commitment to a set of core values and practices. The links below will take you to full explanations of our policies and procedures related to accommodations and equitable learning environments. As a student, you are expected to review and be familiar with each of these policies:

- *Bentley's honor code and academic integrity system*
- *Equity and bias reporting forms and procedures*
- *Americans with Disabilities Act (ADA) requirements for disability accommodations*
- *Religious observances*
- *Bentley's core values*

Disability Services: Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call Disability Services within the first 4 weeks of the semester to schedule an appointment – **781-891-2004, Jennison 336**. Disability Services is responsible for managing accommodations and services for all students with disabilities. More information: <https://bentley.edu/offices/disability-services>.

Bentley University Library: The Bentley Library supports the research and learning needs of the Bentley community through our spaces, technology, collections, teaching, and expertise. Open 99 hours per week during the semester, the Library provides spaces for quiet study and group collaboration, as well as computers, printers and other equipment. Research assistance is available until 9:00 p.m. most nights in-person at the Reference Desk and via email (refdesk@bentley.edu), phone (781.891.2300), text (781.728.0511), and live chat (<https://www.bentley.edu/library/research/help>). Reference Librarians can help you develop research questions and topics, select databases and other resources, evaluate information, and properly cite sources. Research consultations for individuals and small groups are available in-person and via Zoom by appointment. For more information about the Library's hours, services, and resources visit our website library.bentley.edu.

Writing Center: The Writing Center offers one-on-one tutoring for writing **and presentations**. They help students of all years and skill levels. Located on the lower level of the Bentley library (room 023), the Writing Center provides a welcoming and supportive environment in which students can work on writing or presentations from any class or discipline. Students are encouraged to visit at all stages of the process; they can bring a draft of a paper or come **get feedback on a practice presentation**. They can come in to brainstorm, work on an outline, or just discuss some initial thoughts and questions.

Staffed by highly skilled student tutors, the Writing Center is open six days a week. Our conferences are available online or in-person. They take walk-ins, but encourage students to make appointments in advance. Hours and additional information are available on the [Writing Center SharePoint site](#). Appointments can be made at bentley.mywconline.net.

The ESOL Center: The ESOL Center offers online appointments for helping undergraduate and graduate students strengthen their writing and English language skills. Our ESOL faculty tutors specialize in working with international and multilingual students to provide one-on-one support for all courses writing at any stage in the writing process. Along with individualized help for writing, the ESOL tutors provide guidance and feedback for documenting sources, oral presentation practice, and pronunciation/fluency enrichment.

The ESOL Center offers real-time video appointments Monday through Friday between 7:30 a.m. and 10:00 p.m. These can be reserved through our website: <https://bentleyesol.mywconline.net>. The complete information about booking appointments and uploading papers is clarified on the website's announcement page.

Bentley's Commitment to Diversity, Equity, and Inclusion: Our university does not discriminate on the basis of race, gender, age, disability, veteran status, religion, sexual orientation, or national origin. Any suggestions as to how to further a more positive and open environment in this class will be appreciated and will be given serious consideration. Personal and professional courtesies are especially important to me. My class roster has your preferred name, but I will happily address you by an alternate name and/or pronoun that you include in my survey form sent at the start of the term. You can also read about Bentley's commitment to equity, diversity, and inclusion concerning the newly formed Racial Justice Task Force, Strategic Initiatives for Racial Justice, and the Black at Bentley on Instagram alumni group demanding change to make Bentley a more actively anti-racist community: <https://www.bentley.edu/offices/diversity-inclusion/racial-justice>.

Title IX & Gender-Based Harassment and Discrimination: The Title IX Coordinator works to ensure that all members of the campus community flourish in a supportive and fair climate. Visit the Gender-Based Harassment and Discrimination Policy [website](#) to learn more regarding all resources for survivors.

Ally Network: Bentley has an active Ally network that strives to create a safe environment for LGBTQIA faculty, staff, and students. You can find information about the Ally Network and on-campus resources here: <http://www.bentley.edu/campus-life/student-life/lgbtq>
You can also find information on Gender and the LGBTQ community at Bentley here: <https://www.bentley.edu/university-life/diversity-equity-inclusion/gender-and-lgbtq-community>.

Health and Wellness: These are difficult times and it's important that you provide yourself with self-care throughout the semester. It's equally understandable that attending this semester may feel overwhelming, be rife with the unexpected, or have you feeling uncertain in how to approach new challenges. Here are some further resources to help you:

Center for Health and Wellness: <https://www.bentley.edu/university-life/student-health>
Counseling and Student Development: <https://www.bentley.edu/university-life/student-health/counseling-center>
Ombuds Office: <https://www.bentley.edu/offices/ombuds-office>

COURSE SCHEDULE

*Subject to change; instructor will provide advance notice.

I. Introduction to Global Governance

WEEK 1 (January 23, 26) – Conceptualizing IO & Global Governance

What concepts, institutions, and actors comprise global governance?

How did the idea of global governance evolve from the study of international organizations?

How do we know whether global governance works?
What theoretical tools can we use to better understand global governance processes?

Reading:

Read the Syllabus!

Blackboard:

- Thomas G. Weiss (2009) “What Happened to the Idea of World Government?” *International Studies Quarterly*, 53 (2): 253-271.
- Joseph Nye, (2017) “Will the Liberal Order Survive? The History of an Idea,” *Foreign Affairs*, January/February: 10-16.

WEEK 2 (January 30, February 2) – Contextualizing IO & Global Governance

Who are the actors and institutions governing global policy processes?
How did global governance institutions and actors emerge and evolve?
What functions do these institutions and actors serve, and how do they exert power?

Reading:

Text—Part II:

- Murphy, C. “The Emergence of Global Governance.”
- Barnett, M. and R. Duvall. “International Organizations and the Diffusion of Power.”
- Sell, S. “Who Governs the Globe?”

II. Theoretical Paradigms

WEEK 3 (February 6, 9) – Theories of IO & Global Governance: Realism, Liberalism, & Rational Choice

What theoretical paradigms help us understand IOs and global governance?
What forces and dynamics shaped these paradigms?
What are their strengths, and what do they overlook?
Whose voices are included, and whose are missing?

Reading:

Text—Part III:

- Charette, J. and J. Sterling-Folker. “Realism.”
- Jönsson, C. “Classical Liberal Internationalism.”
- Johnson, T. and A. Heiss. “Liberal Institutionalism.”
- Snidal, S. and H. Tamm. “Rational Choice: From Principal-Agent to Orchestration Theory.”

WEEK 4 (February 13, 16) – Theories of IO & Global Governance: Constructivism & Critical Perspectives

What theoretical paradigms help us understand IOs and global governance?

What forces and dynamics shaped these paradigms?

What are their strengths, and what do they overlook?

Whose voices are included, and whose are missing?

Final Project Group Assignments

Reading:

Text—Part III:

- Park, S. “Constructivism.”
- Zwingel, S., E. Prügl, and G. Çağlar. “Feminism.”
- Kataneksa, J., L. Ling, and S. Shroff. “Decoloniality: (Re)Making Worlds.”

III. Actors

WEEK 5 (February 23) – Intergovernmental Organizations (IGOs) & The United Nations System

How did the UN come to be? How is it structured, how does it function, and to what extent is this reflective of global politics today? How do UN bodies engage with other global governance actors?

Reading:

Text—Part IV:

- Gordenker, L. “The UN System.”
- Peterson, M. “The UN General Assembly.”

Blackboard:

- Johnstone, I. 2003. “The Role of the UN Secretary General: The Power of Persuasion Based on Law,” *Global Governance* 9(4): 441-458.

WEEK 6 (February 27, March 2) – Regional IGOs & The European Union

How did the EU come to be? What distinguishes it from other global governance actors? How has it evolved over time, and in response to internal and exogenous shocks?

March 4: Final Project topics due via email to professor

February 27: Guest lecture on the European Union, Dr. Jennifer Ostojski

Reading:

Text—Part IV:

- Herz, M. “Regional governance and regional organizations.”
- Rosamond, B. “The European Union.”

Blackboard:

- Famà, G. and L. Musiol. “The War in Ukraine Raises New Questions for EU Foreign Policy.” ReliefWeb. April 5, 2022. [Link](#).

WEEK 7 (March 6, 9) – State Actors

March 9: Take-home Midterm Exam Due (upload the Blackboard by 2pm)

What are the power dynamics among states engaged in global governance? Who writes the rules of the international system, and how has this changed over time? To what extent is our current global governance architecture reflective of international politics today?

March 6—Final deadline to complete Response Paper #3

Reading:

Text—Part IV:

- Taylor, I. “The Global South.”
- Knight, W. “US Hegemony.”
- Breslin, S. and Xiao, R. “China and Global Governance.”

Blackboard:

- Campbell, K. and E. Ratner, “The China Reckoning: How Beijing Defied American Expectations,” Foreign Affairs, March/April 2018.

WEEK 8

March 11-19: Spring Break (no class)

WEEK 9 (March 20, 23) – Networks & Non-State Actors

What types of non-state actors engage in global governance? By what mechanisms do they exert power? In what ways is variation in non-state actor engagement similar to or different from state behavior?

Reading:

Text—Part V:

- May, C. “Global Corporations.”
- Scholte, J. “Civil society and NGOs.”
- Madsen, F. “Transnational Criminal Networks.”

IV. Issues

WEEK 10 (March 27, 30) – Security

What determines interstate cooperation in the realm of international security? What roles do IGOs, international law, and non-state actors play? How has the nature of global governance of security changed over time, and in response to shocks?

March 27: Detailed Paper Outlines Due at Beginning of Class—Upload to Blackboard before class, and bring a hard copy

Reading:

Text—Part VI:

- Williams, P. and A. Bellamy. “UN Security Council and Peace Operations.”
- McFarlane, S. “Regional Organizations and Global Security Governance.”

Blackboard:

- Polyakova, A. and B. Haddad. “Europe Alone: What Comes After the Transatlantic Alliance,” *Foreign Affairs* 98(4): July/August 2019.
- Mackinnon, A. and R. Gramer. “Ukraine Wants to Be NATO’s Friend—With Benefits,” *Foreign Policy*. October 10, 2022.

WEEK 11 (April 3, 6) – The Environment & Climate Change

What determines interstate cooperation in the realm of environmental governance? What roles do IGOs, international law, and non-state actors play? How has the nature of global environmental governance changed over time, and in response to shocks?

Reading:

Text—Part VII:

- DiSombre, E. and Li, A. “Global Environmental Governance.”
- Hoffman, M. “Climate Change.”

Blackboard:

- Clemencon, R. “The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?” *The Journal of Environment & Development* 25:1(3-24).

WEEK 12 (April 10, 13) – Global Trade, Finance, & Development

What determines interstate cooperation in the realm of economic governance? What roles do IGOs, international law, and non-state actors play? How has the nature of economic governance changed over time, and in response to shocks?

Reading:

Text—Part VII:

- Momani, Bessma. “Global Financial Governance.”
- Hoekman, Bernard. “Global Trade Governance.”
- Marshall, Katherine. “Global Development Governance.”

WEEK 13 (April 17, 20) – Global Health

What determines interstate cooperation in the realm of global health governance? What roles do IGOs, international law, and non-state actors play? How has the nature of global health governance changed over time, and in response to shocks?

April 17 – no class (holiday)

April 20—Final Deadline to complete Reflection Paper #5

April 20—Paper Draft Deadline (Recommended)

Reading:

Text—Part VII:

- Harman, S. “Global Health Governance.”

Blackboard:

- Marion, S. 2021. “Beyond Great Power Politics: Conceptualizing Philanthropy’s Return to International Relations Through COVID-19” in: “Forum: Covid-19 and IR Scholarship: One Profession, Many Voices” *International Studies Review*, no. viab004.

WEEK 14 (April 24, 27) – Presentations

No new reading

WEEK 15 (May 1—Last Day of Class) – Presentations

No new reading

FINAL PROJECT

Upload to Blackboard by **May 9 at 11:30am** (final exam period)