

# PO 303 International Organizations

T 6:30-9:30p  
Fall 2021  
Weyerhaeuser 303

Office hours: 10-11:30 T/TH, 1-4 W  
Schedule a meeting with me on [Calendly](#)

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## Course Description

International organization as a field of study traditionally has included the study of particular international organizations. In keeping with tradition, part of this course will focus on the purposes, functions and problems of the United Nations as a global international organization since its founding in 1945. The practical realities and theoretical implications of the UN and formal international organizations will be an important topic for us.

However, formal institutions are not the only focus of international organization as a field of study. Central to all theoretical approaches to international relations is a conception of how the international system is organized, meaning, how patterns and customs of behavior play themselves out. Scholars are beginning to ask, "What is the nature of international organization in today's world?" Realism, an influential theory of international relations, posited the "anarchy" of power politics (literally, a system of "no rule") as the best model of IR. A liberal model (the political theory definition of liberalism) posits that state self-interest can also lead to cooperation. Lately, however, many theorists have challenged the realist model, and modified liberal expectations, noting that multilateral forms of "governance" exist that are not enshrined in any central structure and rely in part on social expectations created through interaction. In this course we will also consider these recent theories.

## Student Learning Outcomes (SLOs)

- **Students will gain knowledge of the central concepts of three subfields in political science: American Politics, International Relations, Comparative Politics.**  
Students will be able to define and explain the theoretical significance of certain international relations concepts used by scholars and policy-makers to analyze world affairs. These

include but are not limited to: IGO, NGO, sovereignty, transnationalism, networks, humanitarian missions, G-77, international security, United Nations, peacekeeping, international institutions, realism, anarchy, constructivism, multilateralism.

- **Students will be able to articulate their own worldview as it relates to political life.**  
Students will choose an international “problem”, analyze ways to solve it. Students are encouraged to explore issues relevant to their own worldview and faith background, and to think from the perspectives of their worldview in terms of solutions.
- **Students will practice civic engagement by applying knowledge of political science concepts.**  
Students will identify ways in which international politics may be reflected in, and shaped by, the politics within particular international organizations like the UN, both by observing UN politics and through an experiential in-class simulation.

## Textbooks and Readings

### *Required textbook:*

- Hurd, Ian. 2020. *International Organizations: Politics, Law, Practice*. Cambridge University Press.

### *Recommended readings:*

- Hanhimäki, Jussi. 2015. *The United Nations: A Very Short Introduction*. Oxford University Press.
- Barkin, J. Samuel. 2006. *International Organization: Theories and Institutions*. Palgrave Macmillan. (e-book available on the Whitworth library website)
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists beyond Borders*. Cornell University Press. (e-book available on the Whitworth library website)

*Additional readings will be available through Blackboard.*

## Course Requirements

Grades will be based on quiz and web assignments, two exams, a research design, a position paper in preparation for the UN simulation, and class participation including attendance checks. Guidelines for the research design assignment will also be given early in the semester. Grades will be calculated based on the following guidelines:

- **Attendance and participation: 10%.**  
Class attendance will be graded both by the percentage of classes attended and the degree of active participation during class. The basic attendance grade will be the percentage of classes a student attends (not counting exams): for example, a student who comes to 28 out of 30 classes would get a grade of 93%, or an A. This percentage will then be adjusted upwards by as much as 10% based on active, constructive class participation. For this system, there are no excused or unexcused absences, except for students with documented

reasons requiring them to miss class for official extra-curricular activities.

*What is class participation?* Participation does not simply mean talking a lot in class, although joining in discussion is strongly encouraged. Participation also involves coming to class prepared (having done the reading), thinking and listening carefully, and contributing to an open classroom environment where thought and discussion are possible. In addition, students are welcome and encouraged to visit the instructor individually during office hours or by appointment. Attendance is required and will be checked randomly during the semester.

- **Reading quizzes: 10%.** There will be 3-4 quizzes throughout the semester, covering *only the reading material for that day*. The dates of the quizzes will *not* be announced in advance. Quizzes are designed to provide a quick evaluation of how well you keep up with readings and understand the contents. Each quiz is worth 10 points. The average of the four quiz scores will be calculated into the final score.
- **UN position paper (10%) and negotiation simulation (5%): Total 15%.**  
After mid-term exam, we will spend approximately two class sessions on a UN Security Council style simulation, with an imagined conflict situation in Africa. You will be assigned roles as a national delegate or representatives from different international and non-governmental organizations. The goal of the negotiation is to seek a peace resolution to the conflict. Before we start the negotiation, you will prepare a position paper for your country or organization. Guidance and format will be provided.
- **Midterm exam: 20%.** In-class exam, 10/19.
- **Final exam: 20%.** During the week of 12/13. Dates TBD.
- **Research design: 25%.**  
Each student is required to write a research design on a self-selected topic. There are four graded steps in writing this research design. For detailed instructions, see Bb.
- Final grades:

A	B	C	D	F
A+=97-100	B+=87-89.99	C+=77-79.99	D=60-69.99	F=below 60
A=93-96.99	B=83-86.99	C=73-76.99		
A-=90-92.99	B-=80-82.99	C-=70-72.99		

## Other Course Policies

Apologies for all of the bureaucracy (much like international organizations!), but in the interest of clarity, here are the policies on attendance, classroom use of social media and internet, exams, assignments, and quizzes, along with a reminder about the importance of honesty and personal integrity in the university community.

### 1. Course policy on Attendance

Class attendance and active participation are crucial to learning. I expect students to attend each class session according to the course schedule. **Please alert me via email if you are not able to come to class. This is your responsibility.** Please **communicate with me at your earliest convenience.**

If you miss class for an excusable reason, provide documentation so it does not count

against you. Excusable reasons include unavoidable or obligatory events like documented illness, unforeseen emergencies, jury duty, religious obligations associated with specific days, or military obligations, as well as travel related to Whitworth athletics and other university-sponsored activities.

2. **Course policy on use of external social media and internet**

A ground rule of class conduct is that class-time use of social media and the internet for *non-class purposes* is considered out of bounds. Think about it: it definitely distracts you, it distracts your instructor, and it also distracts those around you. Please be responsible for your own conduct in this regard.

3. **Course policy for exams and assignments**

- **Makeup exams and quizzes** will be given only in the case of university-sponsored activities, illness, accident, or emergency (accompanied by a medical excuse in the case of illness, or other documentation in the case of accident or emergency.) In such a case, it is important to contact me in advance of the scheduled exam if possible.
- **Late policy** Late work will be penalized by one letter grade for each day after the deadline. For example, an A- for an asynchronous assignment turned in one day late will become a B-. Late work would only be accepted without grade-penalty if the student has a university-accepted excuse or is sick/in quarantine. Again, please alert me via email at your earliest convenience about late submission.

## Schedule and weekly learning goals

The schedule is tentative and subject to change. The learning goals below should be viewed as the key concepts you should grasp after each week. Each exam will test on the material that was taught up until 1 week prior to the exam. The applications in the second half of the semester tend to build on the concepts in the first half of the semester though, so it is still important to at least review those concepts throughout the semester. [BB] means the reading can be found on Blackboard.

**Week 01, 09/06 - 09/10: No class**

**Week 02, 09/13 - 09/17: Introduction**

*Questions: What are IOs and why do we have them?*

- Hurd, Chap 1 and Chap 2 pp.32-40.
- Ikenberry, G. John. 2018. The End of the International Liberal Order? *International Affairs* 94(1): 7-23. [BB]
- Guidelines for research design assignment introduced.

**Week 03, 09/20 - 09/24: IOs and state power**

*Questions: Are IOs merely instruments of state power, or do they have agency?*

- Hurd, Chap 2, pp. 17-32.
- Barnett, Michael and Martha Finnemore. 2004. "International Organizations as Bureaucracies" Chapter 2, pp. 16-34 in *Rules for the World: International Organizations in Global Politics*. Cornell: Cornell University Press. (Note, you only need to read pp. 16-34).
- Hawkins, Darren G, David A Lake, Daniel L Nielson, and Michael J Tierney. 2006. *Delegation and Agency in International Organizations*. Cambridge: Cambridge University Press, pp. 3-30. [BB]

**Week 04, 09/27 - 10/01: The United Nations**

*Questions: How is the UN structured, and how does it shape state behavior?*

- Hurd, Chap 3 (you may skip Case II on cholera in Haiti).
- Tannenwald, Nina. 2018. How Strong is the Nuclear Taboo Today? *The Washington Quarterly* 41(3): 89-109.

**Week 05, 10/04 - 10/08: Peacekeeping and Security**

*Questions: How does the UN promote peace in conflict areas?*

- Hurd, Chap 4.
- Prins, Brandon and Anup Phayal. 2018. Armed peacekeepers really do protect civilians – with one big exception. Monkey Cage, *Washington Post*. Available [here](#).

- Hegre, Havard et al. 2018. UN Peacekeeping can be effective: Here's how we tabulated this. Monkey Cage, *Washington Post*. Available [here](#).

**Week 06, 10/11 - 10/15: Trade**

*Questions: What does it mean to have "free trade"? What are the positive and negative effects of free trade?*

- Hurd, Chap 5.
- "The Case for Free Trade" Milton and Rose Friedman. Available [here](#).
- USMCA, the trade deal between the US, Canada, and Mexico to replace NAFTA, [explained](#) at Vox.com.

**Week 07, 10/18 - 10/22: Midterm exam and negotiation prep**

- In-class midterm exam
- UN negotiation-Zanalug preparation
- Position paper due Oct 22, 5 pm.

**Week 08, 10/25 - 10/29: UN simulation-Zanalug [1]**

**Week 09, 11/01 - 11/05: UN simulation-Zanalug [2]**

**Week 10, 11/08 - 11/12: World Bank and the IMF**

*Questions: How do the WB and IMF promote development?*

- Hurd, Chap 6.
- Easterly, William. 2006. *The White Man's Burden*. New York: Penguin Press.
- Rich, Bruce. 2013. *Foreclosing the Future*. New York: The Island Press. Chapter 1, pp. 1-16. [BB]

**Week 11, 11/15 - 11/19: The International Court of Justice and the International Criminal Court**

*Question: Can courts constrain states in an anarchic world order?*

- Hurd, Chaps 7 and 8.
- Sikkink, Kathryn and Hun Joon Kim. 2013. The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations. *Annual Review of Law and Social Science* 9: 269-85.[BB]

**Week 12, 11/22 - 11/26: NGOs and IOs**

*Question: What role do NGOs play in international policymaking?*

- Keck, Margaret and Kathryn Sikkink. 2008. *Activists Beyond Borders*. Ithaca: Cornell University Press. Pp. 1-32. [BB]
- Stroup, Sarah and Wendy Wong. 2018. *The Authority Trap*. Ithaca: Cornell University Press. Pp. 1-18.[BB]
- Andonova, Liliana B. 2018. *Governance Entrepreneurs*. Cambridge: Cambridge University Press. Pp. 1-23. [BB]

**Week 13, 11/29 - 12/03: Climate Change**

*Question: What is the role of the UNFCCC in promoting climate policy?*

- The latest global climate negotiations, COP26 at Glasgow UK.
- Sabel, Charles and David Victor. 2016. Making the Paris Process More Effective: A New Approach to Policy Coordination on Global Climate Change. Policy Brief, The Stanley Foundation. Available [here](#).
- Hale, T. (2020). Catalytic cooperation. *Global Environmental Politics*, 20(4), 73-98.[BB]

**Week 14, 12/06 - 12/10: Brexit and the EU**

*Are regional organizations more effective than global ones? What lesson can we learn from the Brexit?*

- Hurd, Chap 10.
- Boris Johnson's 'Sausage War' Was Deadly Serious. *Foreign Policy*. Available [here](#).

**Week 15, 12/13 - 12/17: Final exam**

- Date TBD
- **Final research design due**

## University Policies

### Academic Integrity and Honesty

Please note that I take extremely seriously the university's policy on the need for academic honesty in all your work. **Please note the university's policy on academic honesty (available in the Whitworth Catalog and the Student Handbook). Consequences for any form of dishonesty may range from a failing grade on a specific assignment to a failing grade in the course. Violations of the academic honesty policy become part of your educational record.**

### Accommodations for Religious Observances

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should be directed to the Associate Provost.

### Accommodations (ADA/504)

Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

To request accommodation, fill out an application on the ESS webpage:

<https://www.whitworth.edu/cms/administration/educational-support-services/>

Contact Information

Katie McCray, Coordinator for Educational Support Services

Phone: 509.777.3380

Email: [kmccray@whitworth.edu](mailto:kmccray@whitworth.edu)

### Title IX

Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX



Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Information

Rhosea Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students

Phone: 509.777.4536; Email: [titleixcoordinator@whitworth.edu](mailto:titleixcoordinator@whitworth.edu)

Counseling Center: 509-777-3259; Schumacher Hall

Campus Ministries: 509-777-4345; Beeksma Family Theology Center

Health Center: 509-777-3259; Schumacher Hall

## **Non-discrimination**

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

## **Fair and equitable treatment**

Whitworth University professors strive to treat all students fairly and equitably, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, [bkiener@whitworth.edu](mailto:bkiener@whitworth.edu).

## **Safety Information**

Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit <https://www.whitworth.edu/generalinformation/healthsafety/index.htm> if you have further questions.

## **Classroom Behavior (from the 2020-2021 catalog)**

Students and faculty are expected to demonstrate civility, understanding and mutual respect. Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing of electronic devices, etc. If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at

any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for a student who does not meet expectations, or may refer a disruptive student to the associate provost for instruction.

The associate provost will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.