**Tuesdays and Thursdays, 1:00—2:15pm**  
**1001 Bartley Hall**

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**Office Hours:** 11:30am—1:00pm Tuesdays and Thursdays, or by appointment.

**Introduction and Objectives**

Both in their practical and theoretical aspects, international organizations (IOs) are a dynamic and increasingly important element in the functioning of modern world politics. This advanced seminar in international relations is meant to provide a critical consideration of the development, power, and pathologies of international organizations, as well as the theories, approaches, and methods scholars and practitioners have created to understand them. This course offers a survey of the subfield of international organizations within the broader international relations (IR) discipline, and therefore assumes some basic knowledge of IR theory from your PSC1200 class (or equivalent).

The course has two primary objectives: first, to introduce students to the IO subfield, assessing the value and limitations of its main theories; second, to encourage active student research on the design, behavior, change and impacts of international organizations on world politics that is built upon a strong understanding of the discipline’s various theoretical, methodological and ideational foundations.

The course strikes a balance between breadth and depth in the study of international organizations. We will consider a wide variety of methodologies, ideologies and approaches to the study of IOs, while examining IOs differing in form and in purpose. However, the group projects and research possibilities will allow you to develop knowledge of specific cases of your choosing, while simultaneously building your analytical and conceptual abilities.

**Organization of Course**

This is an upper-division seminar in international organizations, and it will be conducted as such, with an emphasis on research and the sharing of information and ideas. As an exercise in collective learning, each participant—instructor and student—will occasionally be required to lead the seminar discussion on particular topics. Thus, you are not only responsible for your own education, but that of your colleagues as well. In other words—we will all only get as much out of this class as we each put into it. If you are not sincerely committed to learning—including attending and preparing for class, as well as concentrating, and participating in class discussions and research activities—this may not be the course for you.

**Course Requirements**

Student performance in the class will be evaluated based on participation in the class, a midterm examination, as well as participation in the group presentation and either an individual research project or a final exam.

The grade breakdown is as follows:

- **Class Participation:** 15%
- **Midterm Exam:** 30%
- **Group Presentation:** 15%
- **Final Exam or Research Project:** 40%

**Grading Scale:**

- 100—93%: A  
- 92.9—90%: A-  
- 89.9—87%: B+  
- 86.9—83%: B  
- 82.9—80%: B-  
- 79.9—77%: C+  
- 76.9—73%: C  
- 72.9—70%: C-  
- 69.9—67%: D+  
- 66.9—63%: D  
- 62.9—60%: D-  
- Below 60%: F
Class Participation: 15%

For an advanced seminar format to be effective, it is necessary that all students attend class on a regular basis and come prepared to actively engage in class discussions. Just showing up to class will not ensure that you receive a satisfactory class participation grade. You will be expected to come to class having read all of the assigned readings for that week, and had time to think critically about them. Ensuring that everyone is familiar with the arguments put forth in the various readings is the minimum condition for developing an effective classroom environment. Good seminar participation entails being an active participant in class by asking questions, making thought-provoking arguments, and being engaged in the discussion. Students who are more hesitant to be involved in classroom discussions may want to avail themselves of the online blogs and discussions, which (ideally) will be led by individuals as part of their group presentations (see “Group Presentation” section below.)

Midterm Exam: 30%

There will be a midterm exam at the end of week 7 (Thursday, February 28), in order to ensure that we have a solid command of the theoretical literature on international organizations before embarking on the group presentations and individual research projects that make up the bulk of the course load. All readings, discussion materials, and even other topics brought to the fore in classroom presentations and discussions are all fair game for exam questions.

Group Presentation: 15%

Given the wide variety of international organizations on the world scene today, each student will be assigned to be part of a group of 2-4 students who will lead group discussion on a particular area of international organizations during weeks 10 through 14 of the class. During the second week of class, students will submit their preferences for an area from the topics to be covered. Ideally, this presentation will be a synthesis of the interests and findings of each of the group members, with a number of thought-provoking questions to lead the subsequent conversation. Each student’s grade in the group presentation will be calculated based on the extent to which each is involved in the preparations for the presentation, and willingness to contribute with timely, appropriate, and poignant questions and insights.

To prepare for the in-class seminar, I hope to already have a lively debate over the readings online in the days leading-up to the class. This requires that members of the group--having read the assigned readings as well as some supplemental readings (based either on your own research, or the suggested reading list), act as a “lead blogger” and post some thought-provoking questions to the discussion thread on the WebCT site, which will provide a stepping-off point for both online debate and classroom discussion to follow. Questions and follow-up posts can be of any length, though try to be as succinct in your arguments as possible. The best posts tend to be the most original ones, and synthesize multiple readings. Online contributions by the members of the presenting group will be incorporated into their group-presentation grade, while contributions by non-group members will accrue to their participation grade.

This pre-class discussion should help inform the content of the classroom presentation and discussion. Again, the content, style, and direction of what goes on in class is up to the group. Feel free to be creative! Some suggestions would be to examine a particular organization as a case study, small-group work or provide limited role-playing exercises to illustrate particular points. At minimum, the group is expected to address some of the basic issues, concepts, and debates from the week’s readings, and provide some questions to keep the classroom discussion flowing.

The topics and dates for the presentations will be as follows:

Week 10 will cover UN affiliates and agencies, with UN peacekeeping operations being covered on Tuesday, March 19, and UN agencies for global welfare (i.e. UNDP, UNEP, WFP, UNICEF, UNHCR) on Thursday, March 21.

Week 11, specifically Tuesday March 26, will look at institutions for international justice, with international, interstate courts like the Permanent Court of International Justice and its current incarnation, the ICJ. We will also look at international, ad hoc criminal tribunals to prosecute individuals charged with genocide and war crimes from Nuremberg and Tokyo through Rwanda and Yugoslavia to Sierra Leone, as well as the establishment of a permanent international tribunal, the International Criminal Court (ICC).
Week 12 will be devoted to international economic organizations, with international trade organizations like the GATT and WTO on Tuesday, April 2, and international development banks like the World Bank and International Monetary Fund on Thursday, April 4.

Week 13 will look at regional, rather than global organizations, beginning with trade organizations like the European Union, NAFTA, ASEAN and so forth on Tuesday, April 9, before turning to regional security organizations, like NATO, the African Union, the Shanghai 5 and others on Thursday, April 11.

Finally, week 14 will be dedicated to transnational non-governmental organizations (NGOs), beginning with those that are primarily concerned with international environmental, trade, and global justice concerns (Greenpeace, WWF, Bellona, etc.) on Tuesday, April 16, before concluding with NGOs that promote human rights and democracy (Amnesty International, Human Rights Watch, etc.) on Thursday, April 18.

Please be thinking about what area(s) of study most interest you, and accordingly which day and with which group you would like to present.

Final Exam Option: 40%
To fulfill the final obligations for the class, students will have the choice of either undertaking an individualized research project under the advisement of the professor, or take the final exam, which will be given during the appropriate time-slot for our course during finals week: **Wednesday, May 8: 7:30pm—10:00pm in 1001 Bartley Hall.** The final exam will consist of objective questions and analytical essays, which, while being cumulative over the entire semester, will mostly cover materials, discussions, concepts and readings used since the mid-term. The final exam will constitute 40% of the overall course grade.

Research Project Option: 40%
For those who would prefer to investigate a particular aspect of international organizations in more depth, I also offer the option to undertake a longer original research project of about 15-20 pages in lieu of the final exam. The research paper would be due during the final exam period: **Wednesday, May 8: 7:30—10:00pm in 1001 Bartley Hall.** This option requires additional outside research, but may ultimately be more rewarding for students who wish to further their specific interests in various aspects of IOs, with some grounding in the appropriate theoretical approaches.

To ensure that the research develops in a timely fashion, I have instituted a number of (ungraded) benchmarks for the project throughout the semester. On the Tuesday before the mid-semester break (**Tuesday, February 26**), I expect that anyone interested in this option will have submitted via e-mail a topic for your research paper, complete with a research question that your research seeks to resolve. Simple historical overviews or general investigations will not suffice: such papers should be driven by a good “how” or “why” question regarding some aspect of international organizations. This deadline will allow sufficient time to provide feedback and suggestions before the project progresses too far.

Additionally, a conceptual outline of your paper project along with a preliminary bibliography will be due during week 11 of class (**Thursday, April 11**), to again permit enough time for constructive feedback. This should help keep you on schedule, and prevent the sudden appearance of last-minute (and usually highly dubious) research papers.

Finally: if you miss either of these deadlines, it will be assumed that you are no longer engaged in the research paper project, and will be defaulted into taking the final exam and term paper, without any sort of penalty.

Additional Guidelines for Research Option:
There are a number of expectations that I have for a good paper:
1) The paper should be an original contribution of your own (see policy on academic integrity below.)
2) The paper should have a clear and persuasive argument to answer a question of importance to our understanding of international organizations. Broad topic declarations such as “I want to study the IMF” are too vague—a concrete topic question is required, and can be worked-out in conjunction with the professor. Usually addressing topics with “how” or “why” questions can help, while supplementing such questions with some notion of how your research question “matters”—in terms of furthering our understanding of a particular outcome or contribution to a theoretical approach or debate—is also a plus.
3) The paper should aim to generate new knowledge, rather than simply convey information.
4) The paper should have a coherent and consistent structure to convey the argument, rather than meandering, stream-of-consciousness thought.
5) A good paper will be firmly grounded in the theoretical literature (and may well advance that literature), while supporting evidence for your position should be drawn from the empirical realm of international organizations, preferably incorporating primary sources and original research.
6) The paper should be presented with a minimum of typographical errors and other “local concerns” that might otherwise erode the credibility of the author, and thereby the argument.
7) The paper must include adequate references following a proper and consistent citation style. Since political science stands at the intersection of a wide variety of social sciences, each with their own standards for citation, ultimately I am less concerned about which style you use or how you cite your sources, and more concerned that you cite your sources, and do so in a consistent fashion.

Course Policies:

Grading

All assignments will be graded on a 100-point scale which can be used to translate your number grade into a letter grade. At the end of the semester, your final grade will be calculated by adding-up the grades on each assignment in proportion to the weights assigned to them above.

Grade Entitlement

A recent UC Irvine study found that 1/3 of all students surveyed expected a course grade of “B” just for attending lectures, while 40 percent expected a “B” simply for completing the required readings. Moreover 2/3 of all students surveyed claimed that explaining to a professor that they “worked hard,” it should be factored into the calculation of a grade. This trend increasingly mistakes effort for quality of work. I strive to objectively assess the quality of assignments in this class against a uniform standard, nothing more. Course grades should not be thought to be a reflection of either the amount of effort exerted or some evaluation of the personal worth of the student.

Make-Up Exams

Make-up exams will only be granted under extreme circumstances, resulting either from 1) genuine family emergencies, 2) travel associated with university obligations (academic or athletic), or 3) severe illness or injury. If you are traveling due to university obligations, you must inform me at least two weeks prior to the event. If you are genuinely ill or injured, you will need proper documentation from your physician. These regulations will be rigorously enforced!!!

Late Assignments

Written assignments turned-in after the due date and time indicated will be penalized one full letter grade (ten points) for each full day that it is late. Therefore, an otherwise “100” quality paper turned-in one day late would become at best a “90” two days late would become at best an “80,” and so forth, all the way down to zero. As all of the deadlines are clearly articulated here in the syllabus from day one so they should come as no surprise, no extensions will be granted, based in part on the same premise as the policy on extra credit (see below).

Living in the Computer Age

Computers are great. Ever more, computers are an integral part of the learning experience. Much of the readings are available online, you’ll probably do a great deal of research online, and write a paper or two on your computer. But as we all know, networks and computers are not always reliable—computers crash, networks fail, printers jam and run out of ink—these are the realities, and we must all confront them. Experience has shown that computers disproportionately tend to crash the night before an exam or assignment is due. As a competent adult, it is up to you to take responsibility and plan ahead for such eventualities. Back-up your files to the web or an external drive. As an excuse for not being able to access online materials or being able to complete an assignment on time, “my computer crashed” will not garner much sympathy.
Questions on Grading

Invariably throughout the semester, students have questions about the grade they received on a particular assignment that goes beyond the given comments on the paper or exam. If you feel that you did not deserve the grade you received on a given assignment, I am certainly open to discussing the matter. However, I will insist upon the following:

1) A 24-hour “cooling off” period. Please do not approach me with questions about “why did I receive this grade” within 24-hours of having your assignment returned to you. This will allow you time to re-read the comments, and understand whatever shortcomings may be in question.

2) Come to office hours. I will not discuss individual grades before or after class. Questions about grades will only be considered in face-to-face discussions during office hours. In the end, it is exceedingly rare that a grade will be altered—but if you can persuade me that the evaluation was in error, I am not opposed to re-evaluating the grade.

Plagiarism and Academic Integrity

Cheating, plagiarism, fabrication, assisting dishonesty and other breaches of the University Policy on Academic Integrity, as outlined in the Enchiridion (http://www.villanova.edu/vpaa/office/studentservices/policies/integrity/), are serious business. Not only are such activities contrary to your entire purpose in attending college and official university policy, but are also a personal affront to me as an instructor and competent human being. So, consider this your prior warning: if blatant breaches of academic integrity are discovered, I will prosecute them to the fullest extent.

Fortunately, when it comes to plagiarism, the Villanova Writing Center has a handy guide to effective citation and how to avoid plagiarism (http://www.villanova.edu/artsci/vcle/writingcenter/guide/citing.htm), I suggest looking it over. If you have additional citation, formatting, or any other questions throughout the semester, please feel free to discuss them with me so that we might clarify any ambiguities and prevent ethical problems before they develop.

The Penalties for Infractions of Academic Integrity are steep, and you should be aware of them: at a minimum, you will flunk the assignment or test, and likely, the entire class. Moreover, an official report of the transgression will be made to the Dean of the College of Liberal Arts and Sciences, and the Board of Academic Integrity, and you will be required to complete a program on academic ethics. If a student is twice found responsible for such transgressions of academic integrity, the Dean may expel or suspend you from the University. So, long story short: don’t waste my time, don’t waste your time—just don’t do it. Again, please feel free to contact me with any questions you may have on this issue so that they can be easily resolved before the assignments are completed!

Extra Credit

No. Let me clarify that: if there comes a situation where extra credit would be appropriate, it would be offered on an equal-opportunity basis to all students, and that would be exceptionally rare. Individual extra-credit opportunities distort the baseline of evaluating every student by the same standard. This is to say, please do not approach me at the end of the semester asking for some extra-credit opportunity to make-up for a poor performance on an earlier assignment. Such requests are based on two implicit assumptions: 1) that the student in question wishes to be held to a different (lower) standard than the rest of the class, and 2) that the professor is willing to bend the rules and sacrifice objective standards of evaluation. As a result, I tend to find such requests to be rather off-putting, even though that was surely not the student’s intent, which is why I feel compelled to spell-out the justifications for this policy here.

Respect

A key aspect of maintaining an interesting and energetic seminar environment is to ensure that all participants in discussions feel free to express their ideas and opinions without fear of scoffs or condescension. To that end, it is incumbent upon everyone to treat everyone—and their ideas—with respect, especially when another student’s perceptions may not align with your own. Of course when speaking of politically charged topics disagreements will surely arise, yet please be aware of and show respect for others’ ideas and feelings. If at any time you feel offended, please try to raise your concerns in a constructive, level-headed manner—either in class, with me directly, or even anonymously—to amicably resolve the situation. Many times, interpersonal conflicts are rooted in simple misunderstandings, other times they reflect serious issues that need to be resolved before the class can continue.
Accessibility

Generally speaking, I am a fairly easy person to get in contact with. I encourage you to e-mail me with questions, clarifications, and concerns as they appear throughout the semester, and I especially encourage you to come speak with me face-to-face during my office hours, or by appointment: nothing beats old fashioned interpersonal interaction. However, there are limits to my accessibility, especially outside of normal daytime business hours. A lack of preparedness on your part does not necessitate a crisis on mine—which is to say to not expect me to reply immediately to panicked, excuse-riddled e-mails the night before an exam or assignment due date.

Readings

The required reading load for this course may be considered by some to be heavy. The assigned readings are sufficient to give a rudimentary, baseline understanding of the history, development, functions and functioning of a wide variety of international organizations today. In addition to these required readings that will be necessary to facilitate the week’s discussions, each student will be expected to undertake additional readings for their research papers. As both the quantity of assigned readings and research load are not inconsistent with the requirements for an advanced undergraduate seminar, please do not ask or expect for reductions to the requirements.

The following books are available for purchase at the Villanova University Shop, as well as through online retailers. Just be aware that ordering books online may be a great way to save money, but that must be balanced by the risk that the books may not arrive in a timely manner, which may in turn put you behind in your studies.


Additionally, there are a number of additional required readings (articles and book chapters) that will be posted electronically through the course site on Blackboard/WebCT (https://elearning.villanova.edu/webct).

Course Outline and Reading Schedule

= Reading from required books  = Reserve/supplemental reading

Part I: History, Theories & Approaches to IOs

Week 1: Introduction: Understanding IOs

Tuesday, January 15 and Thursday, January 17

Required Readings:


**Week 2: Brief History of IOs before 1945**
Tuesday, January 22 and Thursday, January 24

**Required Readings:**

**Week 3: Theories and Approaches to IOs: “Idealism,” Realism, Institutionalism**
Tuesday, January 29 and Thursday, January 31

**Required Readings:**

**Week 4: Delegation, Principles and Agents**
Tuesday, February 5 and Thursday, February 7

**Required Readings:**

**Week 5: Sociological Constructivism: IOs as Bureaucracies**
Tuesday, February 12 and Thursday, February 14

**Happy Valentine’s Day!**

**Required Readings:**
**Week 6: Network Organizations**

**Tuesday, February 19 and Thursday, February 21**

**Required Readings:**


**Suggested Further Reading:**


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**Week 7: Catching-Up, Review and Midterm Exam**

**Tuesday, February 26—Catching-Up and Review**  
*(Thesis question due for research paper option)*

**Thursday, February 28—Midterm Exam**

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**Week 8: Mid-Semester Break—No class.**

**Tuesday, March 5 and Thursday, March 7**

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**Week 9: The UN**

**Tuesday, March 12 and Thursday, March 14**

**Required Readings:**

Part II: Group Presentations

Week 10: UN Affiliates and Agencies

Tuesday, March 19: UN Peacekeeping Operations

Required Reading:

Some Suggested Readings for Presenters:


Required Reading:

Some Suggested Readings for Presenters:
Week 11: Institutions for International Justice

Tuesday, March 26: Inter-State Dispute Resolution and Criminal Courts

Required Reading:

Some Suggested Readings for Presenters (Settling Disputes, ICJ):

Some Suggested Readings for Presenters (International Criminal Tribunals, ICC):

Thursday, March 28 (Easter Recess!)
Week 12: Governing Economic Globalization

Tuesday, April 2: International Trade Organizations

Required Reading:

Some Suggested Readings for Presenters:

Thursday, April 4: International Development Banks

Required Reading:

Some Suggested Readings for Presenters:
**Week 13: Regional Organizations**

**Tuesday, April 9: Regional Trade Organizations**

**Required Reading:**
  [http://www.brookings.edu/~/media/Files/Programs/ES/BPEA/2012_spring_bpea_papers/2012_spring_BPEA_shambaugh.pdf](http://www.brookings.edu/~/media/Files/Programs/ES/BPEA/2012_spring_bpea_papers/2012_spring_BPEA_shambaugh.pdf)

**Some Suggested Readings for Presenters:**

**Thursday, April 11: Regional Security Organizations**

**Required Reading:**  
(Preliminary outline/bibliography due for research paper option.)

**Some Suggested Readings for Presenters:**
Week 14: Transnational Issue-Oriented NGOs

Tuesday, April 16: Environmental, Trade & Global Justice Movements

Required Reading:


Some Suggested Readings for Presenters:

Thursday, April 18: Organizations to Promote Human Rights & Democracy

Required Reading:


Some Suggested Readings for Presenters:
Part III: Summary and Conclusions

Weeks 15-16: The Future of International Organization(s)
Tuesday, April 23, Thursday, April 25, and Thursday, May 2
(Tuesday, April 30: No class—follows a Friday schedule.)

Required Reading:

Final Exam Period: Wednesday, May 8: 7:30pm—10:00pm, 1001 Bartley Hall.