

GOV F360P: The Theory and Practice of International Organizations

Summer 2023: Paris, France (Unique # 80705)

June 26 – July 14, 2023, MTWThF 9am – noon

La Maison des Mines 270 rue Saint Jacques, 75005 Paris

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Office hours: MTWThF: 12 – 1pm

Course concept:

This undergraduate course is designed to give the student an in-depth introduction to the theory and practice of international organizations. During the course, students will learn the history of key international organizations from global institutions, regional organizations and non-governmental organizations. Students will also learn how these organizations are structured, the challenges they face, and their prospects for the future. Studying in Paris, we will meet with representatives from the leading global institutions to understand how theory is put into practice. We will also consider the development of the European Union and France's role in sustaining this regional organization.

Structure of the course:

The course is divided into three sections. Part One of the course will be a combination of the theory of international organization, and the pressing issues that these organizations address. Students will learn why international organizations matter to international relations and how international organizations can help to shape decisions made by all actors involved.

Part Two of the course will examine four specific global organizations: the United Nations (UN), the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). Part Three of the course will consider regional organizations and non-governmental organizations and how these institutions impact state behavior today, with particulate attention to current global issues, including human security and climate change.

Course Objectives:

- 1) Assess the broad array of political, economic and cultural issues facing state and non-state actors in our contemporary era of globalization. This course will enable students to do so through reading and responding to a number of short scholarly articles that engage with the broad field of globalization, as well as by devoting significant time to class discussion.
- 2) Become familiar with using university resources in academic research. This course will encourage students to benefit from individual consultation with the instructor and fellow students in narrowing and sharpening topics and arguments, as well as offer guidance from library and writing center specialists.
- 3) Master a topic of contemporary global importance while working in a team. Through the research and analysis, teams of students will produce current reports about the status of a key issue of interest. The issue areas include: food security and development; environmentalism and climate change; security and cooperation and; human rights and migration.

Grading Breakdown:

- **Class discussions and attendance (20%):** Because class runs for only three weeks, every day's session is critical. Students are therefore expected to be present and engaged throughout each class session. A considerable portion of our class time will be devoted to discussing the readings and issues, so active participation is expected and factored into your overall grade. Being on time is also important, because students who enter late miss key

aspects of the conversation and disrupt the flow of the class. If a student is late, the instructor reserves the right to deduct up to one point from the student's attendance grade for each infraction. An unexcused absence will result in a two-point penalty.

Throughout our discussions, we will consider a variety of opinions and debate the merits and weaknesses different ideas. We will conduct our conversations with respect and a spirit of curiosity. All perspectives about the course material are welcome, as diverse ideas help us understand our work together better. If comments are rooted in ill-conceived stereotypes that are harmful and exclusionary, including racism and sexism, I will identify the ideas, illuminate the concerns, and find constructive ways to repair the conversation. Each discussion will encourage you to make use of the information that you have learned to analyze current events. Strong participation will use course readings to support your choices.

You may also contribute to our canvas discussion board by posting relevant articles to the themed sections.

- **Weekly reflections (30%):** At the end of each week's readings, students will provide a written description of the course material and their own reflections on the topic. This reflection will include a summary of each article, identifying the key question and the author's approach, and a synthesis of the material. Consider the key debates and competing ideas. Conclude with your own assessment of the literature and its application to pressing issues.
- **Weekly issue report (30%):** On Friday, issue-area teams will produce a five-minute video applying our week's reading to their issue area. The first week's video will provide a status report of the issue. The second week's video will consider how international organizations are addressing the issue, and potential shortfalls. The third week's video will explain how the EU or another relevant regional organization is addressing the issue. The videos are due Sunday evening at 10pm and will be shared with the class on Monday mornings.
- **Site visit preparation (10%):** We have course-related site visits. During class on the day before each visit, a team of five students will introduce us to the organization or institution that we are meeting with. The presentation should last about 15 minutes and provide information about the organization. The presenting students should also highlight how this visit connects with our class readings and propose some possible questions or lines of inquiry that you want to pursue during the visit.
- **Site visit reflection paper (10%):** We will visit with a number of international, national and local organizations throughout our studies in Paris. Choose one visit and write a 2 page reflection paper about what you learned and how your understanding of that key issue was shaped and changed by the visit. The paper is due two days after the visit. There are three aspects of this paper: 1) Identify the key topic of the visit, 2) Describe your own experiences with the topic before the meeting, 3) Describe what you know now that is different from what you knew before. How did your understanding of the topic change as a result of the visit?

Required Readings:

This course will use articles posted to our canvas page. No books are required, but familiarity with the UT liberal website will be crucial. Be sure to use Factiva to access daily, reputable newspapers

including the *Financial Times*, *Wall Street Journal*, *New York Times* and *Washington Post*. You may also find *Le Monde Diplomatique* and *The Economist* helpful sources for global news.

Suggested news sources:

- *New York Times*: <http://www.nytimes.com>
- *Wall Street Journal*: <http://www.wsj.com>
- *Washington Post*: <http://www.washingtonpost.com>
- *Financial Times*: <http://www.ft.com>
- *The Economist*: <http://www.economist.com>
- *National Public Radio*: <http://www.npr.org>

Paper Format:

All written assignments should be typed, double-spaced, 12-point Times New Roman font. Your name and the deadline of the assignment should be posted on the first page, along with the title of your writing. Page numbers should appear on each page. All material that you use to support your paper should be cited. We are using Chicago-style citations from Kate L. Turbian's *A Manual for Writers of Research Papers, Theses and Dissertations* (8th ed., Chicago: University of Chicago Press).

Grading standards:

I will use the following grade standards. All grades will be converted to a 100-point scale.

93 and higher: A	80-86: B	70-74 C	Lower than 60: F
90-92: A-	77-79 B-	67-69 C-	
87-89: B+	75-76 C+	60-66 D	

Other important information:

Plagiarism / academic misconduct:

Don't do it. Minimum penalties for cheating are zeroes on quizzes or exams where the cheating takes place, and a grade of F on a paper that has been plagiarized. Questions about what constitutes academic misconduct should be brought to my attention.

University of Texas Honor Code:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an "F" in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at <http://deanofstudents.utexas.edu/sjs>.

Statement on Learning Success:

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Personal Pronoun Use (She / He / They / Ze / Etc):

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

UT Land Acknowledgement:

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources for Students:

Undergraduate Writing Center:

The Undergraduate Writing Center, FAC 211, 471-6222: (<http://www.uwc.utexas.edu/>) offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions.

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

University Health Services

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Student Emergency Services

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](https://titleix.utexas.edu/relevant-policies/) (<https://titleix.utexas.edu/relevant-policies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Student Privacy:

The Family Educational Rights and Privacy Act (FERPA) requires that student privacy be preserved. Thus the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student's performance with parents, spouses, or any others.

Sharing of Course Materials is Prohibited:

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

COURSE CALENDAR

PART ONE:

Conceptual Introduction: What are IOs? Why do we study IOs? How do we study IOs?

Monday, June 26: Return from Normandy, rest and prepare for our first class together on Tuesday

Tuesday, June 27: AFTERNOON CLASS

Introduction to international organizations and global governance

Readings:

- Held, David. 2018. "The Diffusion of Authority", in WW pp 63-76.
- Abbott, Kenneth W., and Duncan Snidal. 1998. "Why states act through formal international organizations." *Journal of Conflict Resolution* 42(1): 3-32.
- Case Study: IFAD <https://www.ifad.org/en/>

Wednesday, June 28: How international organizations get work done

Readings:

- Abbott, K.W., Genschel, P., Snidal, D. and Zangl, B., 2012. "Orchestration: Global governance through intermediaries." Available at SSRN 2125452.
- Case study: OECD "About" page <https://www.oecd.org/about/>
 - OECD at work COP25, https://www.youtube.com/shorts/z_3peU7UGZA
 - OECD at work, "Oceans" <https://youtu.be/MsNA221MO4Y>

IFAD Innovation Day online opening remarks

SITE VISIT: Organization of Economic Cooperation and Development (OECD)

Thursday, June 29: AFTERNOON CLASS

Critical perspectives

Readings:

- Acharya, Amitav. 2017. "After Liberal Hegemony: The Advent of a Multiplex World Order." *Ethics & international affairs*. 31.3 (2017): n. pag. Web.
- Zwingel, Susanne, Elisabeth Prugl and Gulay Caglar. 2018. "Feminism," in WW pp 180-192

SITE VISIT: Fund for Innovations in Development or World Bank

Reflection Paper #1 due at midnight

Friday, June 30: Video #1 workshop

Video assignment #1: Provide a status report on your issue area

Issue areas:

- *food security and development;*
- *environmentalism and climate change*
- *security and cooperation;*
- *human rights and migration*

Due Sunday, July 2 at 10pm

PART TWO:

Global Governmental Organizations

Monday July 3: United Nations

Readings:

- Gordenker, Leon. 2018. "The UN System" in WW pp 223-235
- Peterson, MJ. 2018. "The UN General Assembly" in WW pp236-249

SITE VISIT: guided tour of UNESCO

Tuesday, July 4: Human Rights Regimes

Readings:

- Goodhart, Michael. 2013. "Introduction: Human Rights in Politics and Practice". In Michael Goodhart (ed.), *Human Rights in Politics and Practices*, 2nd ed. (Oxford: Oxford University Press) pages 1- 7. UT library ([link](#))
- Sikkink, Kathryn. 2017. *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton, NJ: Princeton University Press) pages 3 – 16, 19- 21.
- Optional: Sikkink, Kathryn. 2016. "Human Rights". In A. Acharya (Ed.), *Why Govern?: Rethinking Demand and Progress in Global Governance* (pp. 121-137). Cambridge: Cambridge University Press.
doi:10.1017/CBO9781316756829.006
- FYI: Responsibility to Protect (R2P):
 - Mani, Rama and Thomas Weiss, ed. 2011. *Responsibility to Protect: Cultural Perspectives in the Global South*, Introduction pp 30-51;
 - Bellamy, A. 2011. "Libya and the Responsibility to Protect: The Exception and the Norm". *Ethics & International Affairs*, 25(3), 263-269. doi:10.1017/S0892679411000219
 - Kuperman, Alan J. 2015. "Obama's Debacle: How a Well-Meaning Intervention Ended in Failure". *Council on Foreign Relations* 94(2): 66-77.

Wednesday, July 5: Climate Change

Readings:

- Haas and Hird, *Controversies*, Chapter 10
(by Ranalli and Thernstrom)
- Paris Accords, "What's in the Paris agreement on climate change?" *The Economist* Oct 29, 2021. Link provided ([link](#))
- "Who Pays the Bill for Climate Change?" *The Daily* podcast by the New York Times. December 2, 2022. [link](#)

Thursday, July 6: Bretton Woods institutions and the Sustainable Development Goals

Readings:

- Woods, *The Globalizers: The IMF, the World Bank, and Their Borrowers*
 - Introduction
- United Nations. 2019. *The Future is Now: Global Sustainability Development Report*, Chapter 1, "The Transformative Power of Sustainable Development" (pgs 1 – 27). (For current data on sustainable development goals, see [SDG Goals Report](#) 2022)
- McLaren, Lindsay. 2022. "A Well-Being Economy: Doughnut Economics." *CCPA Monitor* 29 (2): 21–22.

Reflection Paper #2 due at midnight

Friday, July 7: Video #2 workshop

Video assignment #2: Describe recent efforts by global institutions to improve conditions in your issue area

Due Sunday, July 9 at 10pm

PART THREE:
Regional and non-governmental organizations

Monday, July 10: Non-governmental organizations

Readings:

- Douai, Aziz, and Carmen Stavrositu. "Nongovernmental Organizations (NGOs)." Encyclopedia of Social Networks, edited by George A. Barnett, vol. 2, SAGE Reference, 2011, pp. 659-663. Gale eBooks.
- Simmons, Peter J. 1998. "Learning to live with NGOs." Foreign policy: 82-96.
- Bond, Michael. 2000. "The backlash against NGOs." Prospect.

Tuesday, July 11: European Union

Readings:

- McBride, James. 2022. "How Does the European Union Work?" Council on Foreign Relations, Backgrounder ([link](#))
- Hafner-Burton, Emilie. 2005. "Trading Human Rights: How Preferential Trade Agreements Influence Government Repression." *International Organization* 59(3): 593-629
- Optional: Jacoby, W. and Meunier, S., 2010. "Europe and the management of globalization". *Journal of European public policy*, 17(3), pp.299-317.
- Optional: Lavenex, Sandra and Frank Schimmelfennig. 2011. "EU democracy promotion in the neighbourhood: from leverage to governance?", *Democratization* 18(4): 885-909, DOI: [10.1080/13510347.2011.584730](https://doi.org/10.1080/13510347.2011.584730)
- Optional: Pevehouse, J.C., 2002. "With a little help from my friends? Regional organizations and the consolidation of democracy". *American Journal of Political Science*, pp.611-626.

SITE VISIT: Amnesty International

Wednesday, July 12: G-20 and the BRICS

Readings:

- Nayyar, Deepak. "BRICS, developing countries and global governance." *Third World Quarterly* 37, no. 4 (2016): 575-591.
- "A Powerful Climate Leader From a Small Island Nation." NYTimes ([link](#))
- Optional: Cooper, A.F. and Farooq, A., 2015. "Testing the club dynamics of the BRICS: the new development bank from conception to establishment." *International Organizations Research Journal*, 10(2), pp.32-44.
- Optional: Abdenur, Adriana. 2014. "China and the BRICS Development Bank: Legitimacy and Multilateralism in South-South Cooperation." *IDS Bulletin* 45(2): 85-101.

SITE VISIT: Europa Experience

Thursday, July 13: Video #3 workshop

Video assignment #3: Describe recent efforts by regional institutions and non-governmental organizations to improve conditions in your issue area.

Due Thursday, July 13 at 5pm

Friday, July 14 Summary discussion

In-class reflection paper #3 and site visit reflection

Due Friday, July 14 at 12, noon