Description
Central pillars of today’s world order were formed in a few years’ time during and after World War II, when the U.S. government’s initiative and leadership gave rise to a system of international organizations (IOs) to foster peace, justice, cooperation, and economic stability. The master plan of the 1940s remains largely intact seventy years later as the United Nations, the International Monetary Fund, the World Bank, and other institutional designs of this era continue to influence international life in the 21st century.

Today, IOs are often maligned, and objections that internationalism no longer serves U.S. interests grow more insistent. But how were these IOs created? Whose idea were they? What problems were they supposed to solve? How would they solve them? Do their current workings match their creators’ intentions? Did the architects of this new world order anticipate the downsides of IOs, or foresee their resilience? Why have the IOs at the center of this world order maintained their importance to the present day?

Focusing on the pivotal 1940s, the course climbs inside the policymaking process using archival records and active learning through research to analyze the planners’ vision of a safer, more prosperous and just world, the consummation of their grand design, and the significance of this legacy for global governance today.

Requirements the Course Fulfills
Politics 163A satisfies the international politics subfield requirement and the seminar requirement in Politics. The course is cross-listed in History and International and Global Studies, and it fulfills the Writing Intensive (WI) university requirement.

Prerequisites and Consent Codes
Enrollment requires sophomore standing or higher.
Special Note about the Course
A Provost’s Award for Teaching Innovations funded work at the U.S. National Archives to digitize declassified government documents for the class.

Learning Goals
This course investigates the US role in the creation of international organizations as a means to develop and enhance students’ skills in critical reasoning, analytical writing, oral communication, and research planning and operations. Learning goals are:

- **Substantive knowledge**: to build a knowledge base on the world’s premier IOs, and insight into how the U.S. political system and the country’s interactions with other states at the founding moment of the 1940s shaped our current world order.

- **Working with primary sources**: to gain hands-on experience at navigating and using large collections of digitized archival records and other primary-source materials.

- **Active learning through research**: to design and execute an original research plan, proceeding from an initial question or puzzle to identify working hypotheses and alternative explanations, and then applying evidence-based critical reasoning to assess these various interpretations.

- **Intensive writing and revision**: to complete a professional research paper in an iterative process of planning, writing, review, and revision to sharpen the organization, structure, and substantiation of written work.

Note regarding Four-Credit Course (with 3 class hours per week)
Success in this 4 credit-hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (e.g. readings; presentations and other short exercises; and researching and writing the assigned papers).

Course Requirements
The requirements for the course and the calculation of final grades are as follows:

1. Regular attendance and active participation in class discussions, including a few short out of class research exercises. 25%

2. A research plan ‘visualization’ paper of 7-10 pages due on **Wednesday, March 22.** 15%

3. An in-class presentation of research findings on **Monday April 24.** 15%

4. A term paper of about 25 pages due on **Thursday, May 11.** 45%
1. Regular Attendance and Class Participation (25%)
The attendance and participation portion of the grade is based on the number of absences from class and the quality of your participation. High-quality participation demonstrates knowledge of the assigned readings and/or a genuine effort at adequate comprehension.

In class, I may call on you at any time. If you rarely volunteer to speak, then you should expect to be called on several times during the term. By raising your hand and speaking up, you can avoid being put on the spot. Several course meetings will include informal presentations based on self-directed reading of archival materials done out of class.

2. Research Plan ‘Visualization’ Paper (15%) Due Wed., March 22
In this exercise, you will visualize, or imagine, how your research will unfold over the remainder of the term. Using course materials, secondary sources, and your imagination, you will lay out your central research question and then anticipate the steps you will take in your research. The goal of the paper is to give you a guidebook to carry into your archival exploration for the remainder of the term.

3. Class Presentation (15%) Due Mon., April 24
Presentations of semester research will be scheduled for the next to last class meeting of the term. Using visuals, presenters will introduce the research question, review the major findings of the research, and describe the sources and methods used.

4. Term Paper (45%) Due Thur., May 11
Term papers are the write-up of your semester research project. Papers must include a central question or puzzle; a thesis statement; supporting evidence assembled through research; and complete citations to all outside sources of information and ideas.

Term papers are due during finals week. Along with the paper, you will include an appendix answering 1) Whether and how your research changed your interpretation and deepened your knowledge and 2) The degree to which your discoveries matched your initial expectations about methods and findings in the research plan ‘visualization’ paper earlier in the term.

Academic Integrity
You are expected to be familiar with and to follow university policies on academic integrity. Please consult Rights and Responsibilities for policies and procedures. While the exchange of information and ideas in the learning process is strongly encouraged, all written assignments and oral presentations must be your own work. Cases of suspected academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.
Grading
Assignments will be graded out of 100 points based on the following scale: A (93 and above); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D (65-69); F (less than 65).

Course Policies
Posted on Latte are course policies for absences, late papers, and missed presentations. Please consult this handout if an illness or emergency keeps you out of class, or if you cannot submit an assignment on time. If religious observance is an issue, please consult the university’s guidelines on academic coursework and religious observance.

Electronic Devices
Electronic devices may be used only for note-taking or accessing course materials. If you are easily distracted by your electronic device, I may deduct points from the attendance and participation portion of your course grade.

Disability Statement
If you need academic accommodations because of a documented disability, please give me your letter of accommodation as soon as possible. For questions about documenting a disability or requesting academic accommodations, please contact Beth Rodgers-Kay in Academic Services at brodgers@brandeis.edu or 6-3470.

Student Athletes
If your participation in intercollegiate athletic competition conflicts with any of the requirements for the course, please provide me with a letter from the Director of Athletics stating the dates of these conflicts no later than the third week of classes. For questions, please consult the academic guidelines on student athletes.

Course Readings
There are no books for the course; assigned readings are journal articles, book chapters, and archival materials. Weekly readings can be found on Latte. Instructions on how to access archival materials will be posted to Latte and discussed in class.
Course Schedule

January 23  Introduction and Syllabus

January 30  Multilateral Order in Decline?

Assignment  See Latte for out-of-class exercise for week #2.

February 6  Creating a New World Order

Assignment  See Latte for out-of-class exercise for week #3.

February 13  The Planners

Readings: the planners

*Readings: secondary perspectives*


**February 20**  
No Class—Midterm Recess

**February 27**  
Navigating Digital Archives


**March 6**  
The Negotiations

*Readings—read the first selection (Hurd) and then choose 2 of the following:*


Readings—documents (instructions will be provided for locating these materials):
• Records from the San Francisco Conference, UN Archives.
• Records from the Bretton Woods Conference, Center for Financial Stability.
• Records from the Geneva and Havana Conferences, WTO Archives.

March 13 The Domestic Debate
Readings—choose 3 of the following:


Readings—documents (uploaded to Latte as a package of digitized PDF files):
• Records on UN Charter ratification, RG 59, Records of the Department of State, Harley Notter files, Lot 60D-224.
• Records on ITO Charter and Congress, RG 43, Records of International Conferences, International Trade Organization Subject File, 1933-1950; and RG 59, Records of the Department of State, Decimal File 394-ITO.

March 20 Workshop: Research Plans
• Clifford Bob, A Question and an Argument: Enhancing Student Writing through Guided Research Assignments, PS: Political Science and Politics 34 (September 2001): 653-655.

Assignment “Visualization” paper due by 12 noon on Wednesday, March 22.

March 27 Research Paper Discussion I
Readings Archival documents for research papers.

April 3 Research Paper Discussion II
Readings Archival documents for research papers.

Assignment Research Process Check-In due by 9am on Monday, April 3.

April 10 No Class—Spring Recess

April 17 No Class—Spring Recess

April 19 (Wed.) Research Paper Discussion III (NOTE: Brandeis Monday)
• Ron E. Hassner, Sliding into Home Plate: How to Use Slideware to Improve Your Presentation (While Dodging the Bullets), PS: Political Science and Politics 38 (July 2005): 393-397.

Assignment Research Process Check-In due by 9am on Wednesday, April 19.
April 24    Research Presentations

May 1    Research Paper Discussion IV

*Assignment*    Draft introduction due by 9am on Monday, May 1.

May 11 (Thu.)    Completed term papers due by 12 noon