Politics 163A  
Creating World Order:  
American Power and the Making of International Organizations  
Fall 2018  
Tuesdays, 2-4:50pm (Block S2)  
Olin-Sang 212

Instructor  
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E-mail chase@brandeis.edu  
Office Hours Fridays, 12-2pm  
Location Olin-Sang 106

Description  
Central pillars of today’s global order were formed in a few years’ time during and after World War II, when the US government led the world into a system of international organizations (IOs) to foster peace, justice, cooperation, and economic stability. Seventy years later, the master plan of the 1940s remains largely intact 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, however, IOs are often maligned, and objections that internationalism no longer serves US interests have grown 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? 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 order today.

Course Credits and Cross-Listings  
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 US National Archives to
digitize declassified government documents for the class.

Learning Goals
This course is designed 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 US 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 different interpretations.
- **Intensive writing and revision**: to complete a professional-quality paper through
  an iterative process of planning, writing, and revision to sharpen the organization,
  structure, and persuasiveness 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 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 exercises. 25%
2. A research plan ‘visualization’ paper of 7-10 pages due on Thursday, November 1. 15%
3. A short progress report due on Tuesday, November 20. 5%
4. An in-class research presentation on Tuesday, December 4. 15%
5. A term paper of at least 20 pages due no later than Thursday, December 20. 40%
1. Regular Attendance and Class Participation (25%)  
Weekly on Tuesdays
The attendance and participation portion of the grade is based on the number of absences and the quality of your participation. Class time will involve discussions and informal presentations based on reading, a good portion of it self-directed, completed outside of class. I expect everyone to actively engage in these conversations, and I may ask you to speak up at any time.

2. Research Plan ‘Visualization’ Paper (15%)  
Due Thurs., Nov. 1
In this exercise, you will visualize how your research will unfold over the course of the term. Using course materials, secondary sources, and your imagination, you will lay out your central research question and 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. Progress Report (5%)  
Due Tues., Nov. 20
A short progress report of your archival work is due before the Thanksgiving break.

4. Class Presentation (15%)  
Due Tues., Dec. 4
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.

5. Term Paper (40%)  
Due Thurs., Dec. 20
Term papers are the final 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 sources of information and ideas. Term papers are due by the end of finals week (but you are welcome to hand in your paper early).

**Academic Integrity**

You are expected to understand and follow university standards for academic integrity. Please consult *Rights and Responsibilities* for policies and procedures. All assignments 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.

**Brandeis Writing Center**

If you feel you could benefit from assistance with your writing, you are encouraged to consult the *Writing Center*. Visit the Writing Center’s website to find out about services, hours, and location, and to make an appointment. Plan ahead—their schedule fills up.
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 you must miss class time, or if you cannot complete 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. Other uses may result in deductions from the attendance/participation portion of your grade.

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

Student Athletes
If you are a student athlete, please provide a letter from the Director of Athletics stating the dates of any conflicts with course requirements 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, which will be posted to Latte, are digitized US government documents and articles about best practices in research.

Course Schedule

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>September 4</td>
<td>Introduction and Syllabus</td>
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<td>September 11</td>
<td>No Class—Rosh Hashanah</td>
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<td>September 18</td>
<td>World Order and the 1944 Election</td>
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<td>Readings</td>
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<td>Government documents packet posted to Latte.</td>
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<td>Assignment</td>
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<td>See Latte for out-of-class exercise for week #2.</td>
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<td>Date</td>
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<td>September 25</td>
<td>No Class—Brandeis Monday</td>
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<td>October 16</td>
<td>The UN Charter in the US Senate</td>
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<td>October 23</td>
<td>Choosing a Research Topic</td>
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<td>November 20</td>
<td>Research Paper Discussion II</td>
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<td>November 27</td>
<td>Research Paper Discussion III</td>
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<td>December 4</td>
<td>In-Class Research Presentations</td>
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