



**POLS 3620: INTERNATIONAL ORGANIZATION AND
THE MANAGEMENT OF WORLD PROBLEMS
Fall 2019**

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Office Hours: Mondays 2:10 – 5:10 pm, or by appointment

Class Meetings: MWF, 1:10 – 2:00 pm, McGannon 122

COURSE DESCRIPTION AND PREREQUISITES

This class introduces you to the theoretical frameworks, empirical cases, and contemporary debates in the field of international organizations (IOs). We will address various theoretical perspectives in International Relations scholarship for understanding IOs, discuss the effects of IOs on world politics, and examine the historical origins, functions, activities, and effectiveness of formal IOs.

We will begin the course by addressing some overarching theoretical (and methodological) issues so that we have a core set of analytical tools we can apply to our study of specific IOs. We will consider various approaches, such as realist, liberalist, constructivist, and bureaucratic. Then we will start covering in detail several general purpose institutions, such as the UN and regional integration institutions, such as the EU, as well as those with more specialized functions, like NATO (security), WTO (trade), the IMF and the World Bank (finance and development), ICC (criminal justice), and some more to provide a more concrete context.

Learning Goals, Objectives, and Outcomes

This course is designed to help you to gain knowledge and understanding on how international organizations work. The challenges of trying to understand the interests, institutions, and information of actors in an international context are great, and much remains to be learned. I will endeavor not just to familiarize you with the literature and several IOs, but also to stimulate your curiosity to pursue new research questions, specifically for the questions that have yet to be answered satisfactorily. An important goal of the course then is also to equip you with the critical mindset and the analytical tools required for pursuing such research.

Upon successful completion of the course, you are expected to be able to:

1. Understand the major theories and concepts of International Relations regarding International Organizations.

2. Show a familiarity with major events and a wide range of substantive issues in International Organizations.
3. Understand the basic functioning of some of the most important institutions in international society.
4. Integrate, apply, and critique theoretical frameworks about international organizations to real-world examples of international organizations and the challenges they face.
5. Articulate coherent positions on key debates rising from the quest for global governance
6. Design and execute a research project on a problem related to international organizations, and communicate the findings to others.

COURSE TEXTBOOK

There is no required textbook for this class. Various academic readings are required and will be uploaded to Blackboard (and/or handed out). The world is dynamic and often has ongoing issues that can help illustrate the topic we are covering and as such news articles may be added as needed. You are also encouraged to bring in whatever interesting reading you find for class discussion. Expected topics are listed on the schedule.

Several chapters from Karns, Mingst, and Stiles (2015) is included in the reading list as optional material as they provide a comprehensive introduction to most topics in this class. If you like textbooks and/or you think that you can benefit from broader information on the issues we cover, you can purchase the book. However, you are not required to do so.

Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2015). *International Organizations: The Politics and Processes of Global Governance, Third Edition*. Boulder, CO: Lynne Rienner Publishers.

The following websites offer comprehensive additional resources for interested students:

American Society of International Law Electronic Resource Guide:

<http://www.asil.org/resources/electronic-resource-guide-erg>

Georgetown University Library IGOs & NGOs Research Guide:

<http://guides.library.georgetown.edu/c.php?g=75557&p=489205>

Northwestern University's List of Intergovernmental Organizations:

<http://libguides.northwestern.edu/c.php?g=114980&p=749189>

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet three times a week, on Mondays, Wednesdays, and Fridays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Blackboard/Email. I will post any announcements, schedule changes, extra readings, or news through Blackboard. Therefore, I suggest you to check the POLS 3620 tab on your Blackboard pages every day to see if there are any changes.

The 42 separate lectures for this course are packed over a relatively short time period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 3620 (least of all the course number). But hopefully you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

The course will also refer to several movies, documentaries, and short video clips regarding important historical events or relevant fictional stories to illustrate some key lessons in more dramatic fashion.

In addition to the readings from the main text, some weeks have additional application papers, which go beyond general theories and expose you to actual research. Some of these papers might include empirical tests or formal models, but you are not responsible from the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

Weekly IO/Current Issues Presentations

After we finish the introduction part of the class (thus, when we start covering the UN), one or two students will give a joint, 7-10 minute presentation on a preeminent issue concerning the assigned IO for that week during the class on Friday. I will provide you with a list of issues, but once you have your assigned IOs, you are free to talk to me and change the issue.

At the least, your presentation should touch upon these questions:

- What is the event or the issue? Give us some background information.
- What are the implications of this event for this IO as well as the general international cooperation/conflict/governance?

- What is your stance on the issue? Try to educate us on the different arguments of all sides here and justify your opinion rather than just telling us what you think or how you feel.
- How does this event relate to the themes of this course?
- What is your reaction to it?

We will decide on the presentation schedule in the third week. Thus, by the end of next week (September 6), all of you should decide on the top three organizations you want to present on and send me your preference ranking (from 1 to 3) by email. You are highly encouraged to coordinate with your presentation partner (if you have one) prior to the presentation date in order to divide labor and come up with 1-2 discussion questions for the class as a follow-up to your presentation.

Please note that this presentation is at the end of the class. Thus, we will have already covered what the institution is and what it does. Your presentation should only focus on the specific issue and not about the workings of the institution (unless it is directly related to the event).

Final Project

You will pick one global issue/problem that the international system faces and design an attempt to tackle it through IO means. You will submit a proposal to me early on (**October 4**) concerning the issue you wish to tackle and a summary in the manner in which you will attempt it.¹ You will then present your action plan to me and your fellow students during the last week of classes (**December 2, 4, & 6**). Based on the feedback you receive from us, you can make adjustments on your paper and submit a final paper to me by **December 14**.

Papers are going to be between 1750-2500 words (approx. 7-10 pages). Detailed instructions will be uploaded on Blackboard and distributed as a handout.

News of the World

Starting on the second week of classes (September 4), we will begin Monday's classes by discussing current international events. Each of you will be responsible for bringing to our attention important current news related to international organizations (or international relations). You should introduce a news item to the class and brief the class about why what happened is important and how is it relevant to the rest of the world, preferably citing the sources from where they obtained the information. Providing a question (or two) for the class would facilitate a discussion and enable us to collectively analyze the news. This activity will count towards your participation grade.

Keeping up with the news will reinforce what you learn in class and provide more examples of issues related to International Relations and International Organizations. Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, The Economist, Euronews, The Financial Times, The Guardian, The New York

¹ I will provide you with several topics to choose from, in case you cannot come up with a topic by yourself.

Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles of the aforementioned magazines and newspapers are public and those that are still gated should be available in the library. It is entirely likely that the questions on the midterm and the final will require you to be up-to-date on current events.

I also recommend listening to the National Public Radio (<http://www.npr.org/>), which provides high quality debates and reviewing the webpage of the Council on Foreign Relations (<http://www.cfr.org/>), which is an independent source with a wide range of ideological research and editorials (and provides more complex reports on the issues of the day).

Quizzes

There will be several 10-20 minute (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Blackboard, but pop-quizzes may also come up at any time during the class time. The quizzes will include questions from the material we covered in the previous class. There is no predetermined number of quizzes.

Exams

There is a closed-book midterm exam and a final exam. The final exam is cumulative with a higher weight on topics from the second half of the semester.

The tentative date for the midterm exam is October 18. The exact date for the midterm exam will be confirmed in the course of the class. The exact date for the final exam will be assigned by the Office of the University Registrar.

Detailed information about the content and dates will be discussed in class and posted on Blackboard.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible (preferably at least 48 hours before the deadline) to discuss the case and make the appropriate arrangements (this is especially true for the discussion leading session).

Late work for assignments and the research paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

Grading

Your final grade will be determined as follows:

Midterm Exam	22.5%
Final Exam	22.5%
Final Project	30%
• Proposal: 5%	
• Presentation: 7.5%	
• Final Paper: 17.5%	
Weekly IO / Current Issues Presentation	10%
Attendance, Participation, & Quizzes	15%

The lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced during the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves to assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Attendance, Participation, and Classroom Behavior

Attendance to this class is not mandatory. However, class attendance is necessary to learn the material and succeed in this class. This course has been designed intentionally such that the activities and discussions we experience in class are essential for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. Therefore, I invite you to be discerning about when and why you miss a class. You will not be automatically penalized, in terms of grading, for being absent, but every absence has the built-in “penalty” of missed learning and practice. This means that missing too much of what happens during class time will make it hard for you to pass exams, prepare high-quality assignments, and contribute equitably on group projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.²

² If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. If you are not able to attend class for any reason please let me know ahead of time. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student's discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates

Scheduling Weekly IO/Current Events Presentations: September 6

Last day to submit your final project proposal: October 4

Midterm Exam (Tentative): October 18

Last Day to Withdraw from Class: November 3 (I think)³

Final Paper Presentations: December 2 & December 4 & December 6

Final Paper Due: December 14

Final Exam: TBA

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is the office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email or my office phone. I will try to respond as soon as possible.

³ "The period to withdraw from a course is through 12:00 midnight Sunday of the tenth week for full semester courses." ([SLU Academic Policies](#))

Email Communication

When contacting with me through email, please type “POLS 3620” in the beginning of the subject of the email (for example, “POLS 3620: XXXXXXXX”). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you’ll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte (or a drink of their choice from Kaldi’s Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A “substantive mistake” means a false statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, [Anna R. Kratky](mailto:anna.kratky@slu.edu) (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will be announced from Blackboard.

Introduction to the Study of International Organizations – Week 1

M (Aug 26): Structure and Expectations

- Syllabus

W (Aug 28): Introduction

- Diehl, Paul F. and Brian Frederking (2015). *The Politics of Global Governance: International Organizations in an Independent World*, Chapter 1 (pages 1-6).
- Karns, Mingst & Stiles: Chapter 1 (pages 1-35).

F (Aug 30): History and Foundations of International Organizations

- Karns, Mingst & Stiles: Chapter 3 (pages 75-88).

Cooperation, Bargaining, and Public Goods – Week 2

W (Sep 4) & F (Sep 6):

- Karns, Mingst & Stiles: Chapter 1 (35-43).
- Hardin, Garrett (1968). "The Tragedy of Commons." *Science*, 162: 1243-1248.
- Axelrod, Robert (1984). *The Evolution of Cooperation*. Basic Books, New York. Chapter 1 (pages 3-24).

Weekly Optional:

- Milgrom, Paul R., Douglas C. North, and Barry R. Weingast (1990). "The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, And The Champagne Fairs." *Economics and Politics*, 2(1): 1–23.
- Axelrod, Robert and Robert Keohane (1985). "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics*, 38(1): 226-54.

Theoretical Approaches to International Organizations – Week 3

M (Sep 9): Realism

- Karns, Mingst & Stiles: Chapter 2 (reading for the whole week).
- Waltz, Kenneth N. (1990). "Realist Thought and Neorealist Theory." *Journal of International Affairs*, 44(1), 21-37.

W (Sep 11): Liberalism and Constructivism

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Blackboard/Email.

- Keohane, Robert O. and Lisa L. Martin (1995). “The Promise of International Institutions.” *International Security*, 20(1): 39-51.

F (Sep 13): Critical Theories

- Lake, David A. (2011). “Why isms Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress.” *International Studies Quarterly*, 55(2): 465-480.

Weekly Optional:

- Mearsheimer, John J. (1995). “The False Promise of International Institutions.” *International Security*, 19(3): 5-49.
- Volgy, Thomas J., Elizabeth Fausett, Keith A. Grant, and Stuart Rodgers (2008). “Identifying Formal Intergovernmental Organizations.” *Journal of Peace Research*, 45(6): 837-850.
- Finnemore, Martha and Michelle Jurkovich (2014). “Getting a Seat at the Table: The Origins of Universal Participation and Modern Multilateral Conferences.” *Global Governance*, 20(3): 361-373.

Global Governance: UN – Week 4

M (Sep 16): Why States Act Through Formal International Organizations

- Abbot, Kenneth and Duncan Snidal (1998). “Why States Act through Formal Organizations.” *Journal of Conflict Resolution* 42(1): 3-32.

W (Sep 18): United Nations History and Structure

- The UN Charter: <https://www.un.org/en/charter-united-nations/>
 - Chapter I, Purposes and Principles: <https://www.un.org/en/sections/un-charter/chapter-i/index.html>
 - Chapter II, Membership: <https://www.un.org/en/sections/un-charter/chapter-i/index.html>
 - Chapter III, Organs: <https://www.un.org/en/sections/un-charter/chapter-iii/index.html>
 - Chapter IV, The General Assembly: <https://www.un.org/en/sections/un-charter/chapter-iv/index.html>
 - Chapter V, The Security Council: <https://www.un.org/en/sections/un-charter/chapter-v/index.html>
- CFR Staff (2018). “The Role of the UN General Assembly.” *Council on Foreign Relations*, Background: <https://www.cfr.org/background/role-un-general-assembly>

F (Sep 20): United Nations Performance

- Voeten, Erik. (2000). “Clashes in the Assembly.” *International Organization*, 54(2): 185-215.

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 4
- Bailey, Michael A., Anton Strezhnev, and Erik Voeten (2017). “Estimating Dynamic State Preferences from United Nations Voting Data.” *Journal of Conflict Resolution*, 61(2): 430-456.

Collective Security: UN Security Council – Week 5

M (Sep 23): United Nations Security Council Structure

- About: <https://www.un.org/securitycouncil/content/what-security-council>
- Functions and Powers: <https://www.un.org/securitycouncil/content/functions-and-powers>
- United Nations Charter, Chapter 5: <https://www.un.org/en/sections/un-charter/chapter-v/index.html>
- CFR Staff (2018). “The UN Security Council.” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/un-security-council>

W (Sep 25) & F (Sep 27): Security Council and International Political Economy

- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland (2009). “Development Aid and International Politics: Does Membership on the UN Security Council Influence World Bank Decisions?” *Journal of Development Economics*, 88(1): 1-18.

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 7 (pages 279-317)
- Hurd, Ian (2008). “Myths of Membership: The Politics of Legitimation in UN Security Council Reform.” *Global Governance*, 14: 199-217.
- Binder, Martin and Monika Heupel (2015). “The Legitimacy of the UN Security Council: Evidence from Recent General Assembly Debates.” *International Studies Quarterly*, 59(2): 238-250.

Security Organizations: NATO – Week 6

M (Sep 30): NATO History and Structure

- Masters, Jonathan (2019). “North Atlantic Treaty Organization (NATO).” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/north-atlantic-treaty-organization-nato>
- The North Atlantic Treaty: https://www.nato.int/cps/en/natolive/official_texts_17120.htm

W (Oct 2): Why NATO Enlargement Does Not Spread Democracy?

- Reiter, Dan (2001). “Why NATO Enlargement Does Not Spread Democracy.” *International Security*, 25: 41-67.

F (Oct 4): The Future of NATO

- Goldgeier, James M. (2010). “The Future of NATO.” *Council on Foreign Relations*, Special Report No. 51.

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 5 (pages 170 – 175) & Chapter 7 (pages 317-378).
- Kydd, Andrew (2001). “Trust Building, Trust Breaking: The Dilemma of NATO Enlargement”. *International Organization*. 55, 4.
- De Nevers, Renee (2007). “NATO’s International Security Role in the Terrorist Era.” *International Security*, 31(4): 34-66.

Regional Integration: EU & EMU – Week 7

M (Oct 7) & W (Oct 9): European Union History and Structure

- Institutions of the European Union: http://europa.eu/about-eu/institutions-bodies/index_en.htm
 - The European Parliament: http://europa.eu/about-eu/institutions-bodies/european-parliament/index_en.htm
 - The European Council: http://europa.eu/about-eu/institutions-bodies/european-council/index_en.htm
 - The Council Presidency: <https://www.consilium.europa.eu/en/european-council/president/>
 - The European Commission: https://europa.eu/european-union/about-eu/institutions-bodies/european-commission_en
 - The Court of Justice: http://europa.eu/about-eu/institutions-bodies/court-justice/index_en.htm
 - The European Court of Auditors: http://europa.eu/about-eu/institutions-bodies/court-auditors/index_en.htm
- McBride, James (2019). “How Does the European Union Work?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/how-does-european-union-work>

F (Oct 11): European Monetary Union

- McNamara, Kathleen R (2008). “A Rivalry in the Making? The Euro and International Monetary Power.” *International Political Economy*, 15(3): 439-459.

Weekly Optional:

- Karns, Mingst & Stiles: Ch 5

Midterm Exam – Week 8

M (Oct 14) & W (Oct 16): Catch-up, review, and clarification days

- No readings for this week. Study for the exam.

F (Oct 18): Midterm Exam

- [Work hard!](#)

The Olympic Games: Who Hosts Them and Who Wins Them? – Week 9

W (Oct 23) & F (Oct 25): Culture, Institutions, Politics, and Economics of the Olympics

- McBride, James (2018). “The Economics of Hosting the Olympic Games.” *CFR Backgrounders*, Available Online at: <http://www.cfr.org/brazil/economics-hosting-olympic-games/p38148>
- Also: [Enjoy this interactive presentation on Politics and the Olympics!](#)
- Bernard, Andrew B. and Meghan R. Busse (2004). “Who Wins the Olympic Games: Economic Resources and Medal Totals.” *The Review of Economics and Statistics*, 86(1): 413-417.

Weekly Optional:

- Grix, Jonathan (2013). “Sport Politics and the Olympics.” *Political Studies Review*, 11: 15-25.

The Quest for Prosperity: World Bank & Regional Development Organizations – Week 10

W (Oct 28) & F (Oct 30): World Bank History and Structure

- The World Bank: <http://www.worldbank.org/>
- The International Bank for Reconstruction and Development (IBRD): <http://www.worldbank.org/en/about/what-we-do/brief/ibrd>
- International Development Association (IDA): <http://www.worldbank.org/ida/>
- Multilateral Investment Guarantee Agency (MIGA): <https://www.miga.org/about-us>
- International Finance Corporation (IFC): http://www.ifc.org/wps/wcm/connect/corp_ext_content/ifc_external_corporate_site/about+ifc_new
- Masters, Jonathan and Andrew Chatzky (2019). “The World Bank Group’s Role in Global Development.” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/world-bank-groups-role-global-development>

F (Nov 1): International Monetary Regimes and Impossible Trinity

- The Economist (2016). “The Mundell-Fleming Trilemma: Two Out of Three ain’t Bad.” August 27th.

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 9
- Kilby, Christopher (2006). “Donor Influence in Multilateral Development Banks: The Case of the Asian Development Bank.” *Review of International Organizations*, 1(2): 173-95.

Economic Governance: IMF – Week 11

M (Nov 4): Why Did We Ever Need the IMF?

- Masters, Jonathan and Andrew Chatzky (2018). “The IMF: The World’s Controversial Financial Firefighter.” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/imf-worlds-controversial-financial-firefighter>

W (Nov 6): IMF Structure and Programs

- IMF: Back to Basics Page (broad-ranging great info here!): <http://www.imf.org/external/pubs/ft/fandd/basics/index.htm>
- Overview of the IMF: <http://www.imf.org/external/about/overview.htm>
- History of the IMF: <http://www.imf.org/external/about/history.htm>
- The IMF's Work: <http://www.imf.org/external/about/ourwork.htm>
- The Governance of the IMF: <http://www.imf.org/external/about/govern.htm>
- IMF Finances: <http://www.imf.org/external/about/orgfin.htm>
- Hot Topics on the IMF: <http://www.imf.org/external/about/ourwork.htm>

F (Nov 8): Politics of IMF Programs

- Karns, Mingst & Stiles: Chapter 8 (pages 389 – 394)

Weekly Optional:

- Cohen, Benjamin J. (2008). “The International Monetary System: Diffusion and Ambiguity.” *International Affairs*, 84(3): 455-470.
- The Economist (2013). “Free Exchange: Horns of a Trilemma.” August 31st.
- The Economist (2016). “What is the Impossible Trinity?” September 10th.

Managing International Trade: WTO and Regional Trade Organizations – Week 12

M (Nov 11): World Trade Organization History and Structure

- Jackson, John H. (2008). “The Case of the World Trade Organization.” *International Affairs*, 84(3): 437-454.
- McBride, James (2018). “What’s Next for the WTO” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/whats-next-wto>

W (Nov 13): What Does WTO Do?

- Busch, Marc (2007). “Overlapping Institutions, Forum Shopping, and Dispute Settlement in International Trade.” *International Organization*, 61(4): 735-761.

F (Nov 15): Regional Trade Agreements

- Freund, Caroline and Emanuel Ornelas (2010). “Regional Trade Agreements.” *Annual Review of Economics*, 2(1):139–166. - SKIM

Weekly Optional:

- Bohara, Alok K., Kishore Gawande, and Pablo Sanguinetti (2004). “Trade Diversion and Declining Tariffs: Evidence from Mercosur.” *Journal of International Economics*, 64(1): 65-88.
- The Economist (2008). “Regional Trade Agreements: A Second-Best Choice.” September 4th.
- The Economist (2009). “Trade Agreements: Doing Doha Down.” September 3rd.
- The Economist (2015). “Game of Zones.” March 19th.
- The Economist (2019). “The Trump Administration is Weakening the Global Trading System.” January 3rd.

Human Rights: UN Human Rights Conventions & the International Criminal Court – Week 13

M (Nov 18): Human Rights Legal Structures

- Moravcsik, Andrew. 2000. The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe. *International Organization* 54 (2):217–52. (Reading for the whole week)
- Hollyer, James R. and B. Peter Rosendorff (2011). “Why Do Authoritarian Regimes Sign

the Convention Against Torture? Signaling, Domestic Politics, and Non-Compliance.” *Quarterly Journal of Political Science*, 6: 275-327. (Reading for the whole week).

- Also: [Enjoy this fun blog about the above paper!](#)

W (Nov 20): Politics of Signing the Convention Against Torture

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 10
- Kirsch, Philippe (2007). “The Role of the International Criminal Court in Enforcing International Criminal Law.” *American University International Law Review*, (22(4): 539-547.

Thanksgiving – Week 14

M (Nov 25): Review for the Final Exam

T (Nov 28): Thanksgiving

- Discuss politics with your relatives (just kidding don't do that).

Conclusion – Week 15

M (Dec 2) & W (Dec 4) & F (Dec 6): Presentations

Global Governance: Will/Should We Ever Get There? – Week 16

M (Dec 9): Final Take-Aways

- CFR.org Editors (2019). “The G7 and the Future of Multilateralism” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/g7-and-future-multilateralism>