



**POLS 3620: INTERNATIONAL ORGANIZATION AND
THE MANAGEMENT OF WORLD PROBLEMS
Spring 2024**

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Office Hours: Mondays 2.15 pm – 3.30 pm, or by appointment, in person or online

(<https://slu.zoom.us/j/730373101>)

Class Meetings: MWF, 12:00 – 12:50 pm, Beracha 214

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 gain knowledge and understanding of 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 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.

Mandatory Syllabus Material for University Core Courses/Experiences

Global Interdependence

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Global Interdependence is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
<ul style="list-style-type: none"> • Ask complex questions about other cultures or international processes
<ul style="list-style-type: none"> • Interpret intellectual and emotional dimensions of more than one worldview
<ul style="list-style-type: none"> • Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States |
| <ul style="list-style-type: none">• Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders |
| <ul style="list-style-type: none">• Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape |

COURSE TEXTBOOK

There is no required textbook for this class. Various academic readings are required and will be uploaded to Canvas (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) are 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, Fourth Edition*. Boulder, CO: Lynne Rienner Publishers.

The following websites offer comprehensive additional resources for interested students:

American Society of International Law Electronic Resource Guide:

<https://www.asil.org/resources>

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 for

communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas. Therefore, I suggest you check the POLS 3620 tab on your Canvas 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 takeaway 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 a 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 for 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 Discussion

This course places a significant emphasis on engaging and lively classroom discussions. Therefore, it is expected that students attend class prepared to discuss the reading material assigned for that particular session. Active participation may involve sharing personal insights related to the material, providing references to external articles, commenting on current events, or responding to the thoughts and opinions of their classmates.

I understand that some students may feel uncomfortable speaking up in class. However, it's important for the class to hear a wide range of perspectives. I encourage you to take the initiative to ask, answer, or comment on a question from time to time throughout the course. If you are someone who frequently contributes to class discussion, please be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

Weekly IO/Current Issues Presentations

After we finish the introduction part of the class (thus, when we start covering the UN), two or three students will give a joint, 7-10 minute presentation on a preeminent issue concerning the assigned IO for that week. 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 are some potential strategies that can be used for the issue?
- What is your stance? 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 (January 26), all of you should decide on the top three organizations you want to present and send me your preference ranking (from 1 to 3). I will send you instructions for sending me your preference rankings. You are highly encouraged to coordinate with your presentation partner(s) 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 on the workings of the institution (unless it is directly related to the event).

Final Project

For the final project, we will split into groups. Each group 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 (**February 28**) concerning the issue you wish to tackle and a summary of the manner in which you will attempt to solve it.¹ You will then present your action plan to me and your fellow students during the last week of classes (**April 29, May 1, & May 3**). Based on the feedback you receive from us, you can make adjustments to your paper and submit a final paper to me by **May 13**.

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

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

Each group for the final project will consist of 2 or 3 students. By the end of next week (January 26), you should email me your preferences for group partners, if you have any. If you do not provide me with any preferences, I will form the groups by randomly matching you.

News of the World

Starting on January 29, 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 it is 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 Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles on the aforementioned web pages, magazines, and newspapers are free to access, and most of the sources that are gated should be available through the library. It is likely that the questions on the midterm and the final exams 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).

Tests

Quizzes: There will be several 5–10-minute Canvas and in-class quizzes throughout the semester. The quizzes may be announced at the previous class or through Canvas, 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 March 4. The exact date for the midterm exam will be confirmed in the course of the class. The final exam is assigned by the Office of the University Registrar to be May 10.

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

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made up. However, make-up 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	20%
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	17.5%

If we have more than 3 quizzes, 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 on 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

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. 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 to 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 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 general responsiveness to (and respect for) your peers. Irrelevant from the feedback part, please email me if you are reading this. The first two students to detect this and email me will get a prize! 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 the 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: January 26

Submitting preferences for final project group members (optional): January 26

Last day to submit your final project proposal: February 28

Midterm Exam (Tentative): March 4

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.

Final Paper Presentations: April 29 & May 1 & May 3

Final Exam: May 10

Final Paper Due: May 13

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 try my office phone. I will try to respond as soon as possible.

The office hours will take place in person and via Zoom. You can virtually meet me during office hours or a predetermined meeting time by clicking the link, <https://slu.zoom.us/j/730373101>. If you want to talk another way, please inform me in advance so we can make the arrangements.

Email Communication

When contacting me through email, please type "POLS 3620" at 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 risk that I might inadvertently delete it. I will try to respond to your emails as soon as possible. If you do not receive a reply from me after 48 hours, please resend your message.

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 Starbucks). 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.

OTHER 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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has 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.

If the instructor believes that you have used outside help writing any portion of your assignments or exams, the instructor may scrutinize your assignment or exam and question you orally to adjust the written assignment. You are expected to stand by and defend your answers in the written assignments and exams.

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Student Success Center

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number.

Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.

Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis, please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

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 Canvas.

Structure & Introduction to the Study of International Organizations

W (Jan 17): Structure and Expectations

- Syllabus

F (Jan 19): Introduction I

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

Foundations of International Organizations – Topic I

M (Jan 22): Introduction II

- Karns, Mingst & Stiles: Chapter 1 (pages 1-35).

W (Jan 24) & F (Jan 26): History and Foundations of International Organizations

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

Weekly Optional:

- Hurd, Ian (2021). “Introduction to International Organizations” in *International Organizations: Politics, Law, Practice*.
- Mearsheimer, John J. (1995). “The False Promise of International Institutions.”

* 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 Canvas/Email.

International Security, 19(3): 5-49.

- 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.

Cooperation, Bargaining, and Public Goods – Topic II

M (Jan 29): Cooperation

- Axelrod, Robert (1984). *The Evolution of Cooperation*. Basic Books, New York. Chapter 1 (pages 3-24).

W (Jan 31): Bargaining & Public Goods

- Hardin, Garrett (1968). "The Tragedy of Commons." *Science*, 162: 1243-1248.

F (Feb 2): Institutions & Cooperation

- Karns, Mingst & Stiles: Chapter 1 (35-43).

M (Feb 5): Why States Act Through Formal International Organizations

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

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.
- Karns, Mingst & Stiles: Chapter 2 (reading for the whole week).

Global Governance: UN – Topic III

W (Feb 7): United Nations History and General Overview

- CFR Staff (2023). "The Role of the UN General Assembly." *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/role-un-general-assembly>

M (Feb 12): United Nations Structure

- The UN Charter: <https://www.un.org/en/charter-united-nations/>
 - Chapter I, Purposes and Principles: <https://www.un.org/en/about-us/un-charter/chapter-1>
 - Chapter II, Membership: <https://www.un.org/en/about-us/un-charter/chapter-2>
 - Chapter III, Organs <https://www.un.org/en/about-us/un-charter/chapter-3>
 - Chapter IV, The General Assembly: <https://www.un.org/en/about-us/un-charter/chapter-4>
 - Chapter V, The Security Council: <https://www.un.org/en/about-us/un-charter/chapter-5>

W (Feb 14): United Nations Performance & Peacekeeping

- Howard, Lisa Morje & Anjali Kaushlesh Dayal (2018). "The Use of Force in UN Peacekeeping." *International Organization*, 72(1): 71-103.

F (Feb 16): United Nations General Assembly Voting

- Voeten, Erik. (2013). “Data and analyses of voting in the United Nations.” In *Routledge Handbook of International Organization*.
 - Current Issue Presentation

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 – Topic IV

M (Feb 19): 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/about-us/un-charter/chapter-5>
- CFR Staff (2023). “The UN Security Council.” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/un-security-council>

W (Feb 21): International Political Economy of the Security Council

- 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.
 - Current Issue Presentation

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 – Topic V

F (Feb 23) & M (Feb 26): NATO History and Structure

- Masters, Jonathan (2023). “What is NATO?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/what-nato>
- The North Atlantic Treaty: https://www.nato.int/cps/en/natolive/official_texts_17120.htm
- Goldgeier, James M. (2010). “The Future of NATO.” *Council on Foreign Relations*, Special Report No. 51. (skim)

W (Feb 28): NATO and Democracy

- Reiter, Dan (2001). “Why NATO Enlargement Does Not Spread Democracy.” *International Security*, 25: 41-67.
- Cook, Steve A. (2021). “For Biden and NATO, Turkey is a Headache That’s Here to Stay.” *Politico*: <https://www.politico.com/news/magazine/2021/06/11/biden-erdogan-turkey-nato-493225>
 - Last Day to Submit Final Project Proposal
 - Current Issue Presentation

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.

Midterm Exam

F (Mar 1): Review & Catch-Up

- No readings. Study for the exam.

M (Mar 4): [Midterm Exam](#)

- [Work hard!](#)

Regional Integration: EU & EMU – Topic VI

W (Mar 6): History of the European Union

- McBride, James (2022). “How Does the European Union Work?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/how-does-european-union-work>

F (Mar 8) & M (Mar 18): Institutions and Structure of the European Union

- 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
 - Current Issue Presentation (Mar 18)

Weekly Optional:

- Karns, Mingst & Stiles: Ch 5
- McNamara, Kathleen R (2008). “A Rivalry in the Making? The Euro and International

Monetary Power.” *Review of International Political Economy*, 15(3): 439-459.

The Quest for Prosperity: World Bank & Regional Development Organizations – Topic VII

W (Mar 20) & F (Mar 22): 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, Noah Berman, and Andrew Chatzky (2023). “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>

M (Mar 25): Regional Development Organizations

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

W (Mar 28): Asian Infrastructure Investment Bank

- Broz, J. Lawrence, Zhiwen Zhang, and Gaoyang Wang (2020). “Explaining Foreign Support for China’s Global Economic Leadership,” *International Organization*, 74(3): 417-452.
 - Current Issue Presentation

Weekly Optional:

- Karns, Mingst & Stiles: Chapter 9

Economic Governance: IMF – Topic VIII

W (Apr 3): Professor Fisunoglu at the Annual Convention of International Studies Association.

- No class & No readings. Work on your final projects.

F (Apr 5): The Impossible Trinity (Online Class)

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

M (Apr 8): International Monetary Regimes & Why Did We Ever Need the IMF?

- CFR Editors (2023). “What is the IMF?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/what-imf>

W (Apr 10): 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 (Apr 12): Politics of IMF Programs

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

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 – Topic IX

M (Apr 15): World Trade Organization History and Structure

- Jackson, John H. (2008). “The Case of the World Trade Organization.” *International Affairs*, 84(3): 437-454.

W (Apr 17) & F (Apr 19): What Does WTO Do? Components of WTO.

- McBride, James and Anshu Siripurapu (2022). “What’s Next for the WTO?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/whats-next-wto>
- Bown, Chad P. & Soumaya Keynes (2020). “Why Trump Shot the Sheriffs: The End of WTO Dispute Settlement 1.0.” *Peterson Institute for International Economics*, Working Paper.

M (Apr 22): Regional Trade Agreements

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

Weekly Optional:

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

W (Apr 24): Human Rights Legal Structures

- Klobucista, Claire and Mariel Ferragamo (2023). “The Role of the International Criminal Court.” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/role-international-criminal-court>
- 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)

F (Apr 26): Politics of Signing the Convention Against Torture

- 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!](#)
 - Current Issue Presentation

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.

Final Project Presentations

M (Apr 29) & W (May 1) & F (May 3): Presentations

Global Governance: Will/Should We Ever Get There?

M (May 6): Final Take-Aways

- CFR Editors (2023). “What Does the G7 Do?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/what-does-g7-do>
- CFR Editors (2023). “What Does the G20 Do?” *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/what-does-g20-do>