

INTERNATIONAL ORGANIZATIONS¹

Prof. Holly Oberle
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holly.oberle@aucegypt.edu
Ext. 1907

International organizations play a central role in today's international system. But why do we need them? How effective are they? Do they really represent the core of a future "world government" or do they simply replicate the inequalities and injustices of the "old" state system? And what can be done to improve their legitimacy and accountability?

This course addresses these and other related questions by introducing you to the study of international organizations. It presents some basic concepts for the study of international and supra-national cooperation, such as the idea of "global governance", and examines a number of international organizations focusing on their mission(s), their institutional structure, and their achievements and limitations. The organizations reviewed include global organizations like the United Nations, regional bodies like the EU, and "regimes" that lack a strong institutional framework but still help shape international cooperation in areas such as the environment and non-proliferation. The last section of the course also expands our view to non-governmental organizations and summit diplomacy.

This course will set the foundations for further study of international cooperation at a postgraduate level and provide you with key knowledge and analytical tools for a career in international governmental or non-governmental bodies.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

- 1) be familiar with the key terminology for describing and analyzing international bodies, such as the difference between an international "organization" and an international "regime" or the difference between "government" and "governance";
- 2) be able to approach critically the debates on "global governance" and "good governance";
- 3) know the main institutional and legal features of at least nine international organizations/regimes;
- 4) know the key arguments on the effectiveness and limitations of these bodies and be able to assess them critically, also with reference to empirical evidence;
- 5) understand the role played by non-governmental actors in international politics;
- 6) be able to articulate clearly and rigorously complex arguments on these themes, both orally and in writing.

ASSESSMENT

¹ This syllabus adapted from Marco Pinfari's 2014 PS4609.

Important note: *Students are expected to check at least biweekly the course website site and the course Gdrive folder, where any important announcement – especially on assessment and class scheduling - will be posted:*

<https://sites.google.com/a/aucegypt.edu/international-organizations-fall-2017/>

Components:

Presentation	15%
Mid-term exam	25%
Research paper	35% (25% paper + 5% outline + 5% Presentation)
Final exam	25%

Class presentation: each student will be required to deliver one presentation on one of the course modules. Students will normally work in pairs--this will be determined after the add/drop period. Presentation questions can be found in the syllabus. Presentations will be assigned by the end of week 2 (September 13th) in class. Presentations should be 15-20 minutes long.

Presenters must answer the presentation question or task for that module. They should be familiar at least with the essential reading and the presentation readings for that module. Students not presenting are not required to read the presentation readings, but are strongly encouraged to do so. Students are normally expected to work independently but can request the assistance of the course instructor.

Presentations are expected to provide a clear argument in response to the presentation question – e.g. provide a yes/no answer and justify it with reference to all sides of the debate. The presentation must end with a list of questions / open themes for further debate. Using Powerpoint slides is recommended but not compulsory. ***Students are required to produce a 1-2 page handout that outlines their major arguments to be distributed to the rest of the class to help us follow your presentation.***

Answering questions different than those specified in this syllabus is NOT allowed, since the questions and tasks set in this syllabus have been carefully designed on the basis of specific academic and didactic rationales.

Presentations will be assessed on the basis of the quality of their argument, their structure, and their delivery. A rubric will be provided prior to the first presentation in week 2 through Google Drive.

Mid-term exam: the mid-term exam will take place between modules 8 and 9 (provisionally, 22nd of October) and it will cover modules 2 to 8. The exam focuses on the essential readings for these modules, but will also include essential points of discussion during the presentations.

Final exam: a final take-home exam will take place in the exam week in December and it will focus on the second part of the course (modules 9 to 14). The exact structure will be discussed in due course.

Research paper: you will be required to submit a research paper on Sunday, December 3rd by 12 noon on a topic of your choice (which, however, must be related to ONE of the themes / organizations discussed in the course). The paper must be between 1,500 and 2,000-words long. You may write your final paper on the same *topic* as your class presentation, but you must use a different *research question*. You may also choose a different topic that you didn't present, but please only choose from the topics on the syllabus.

You are invited to discuss your theme and ideas with the instructor in advance during office hours. You will also be required to deliver a very short presentation on your theme and research question in class in week 10 (provisionally Wednesday November 8th). This will be graded on a pass/fail basis and is mostly for instructor feedback as well as peer feedback.

Also, you MUST submit by Sunday 12th November an **outline** of your paper which should briefly introduce: a) the theme/topic of the paper; b) its main research question; c) its

methodology (which approaches will be used? Why? Which case studies have you selected? Why?); d) a provisional bibliography. The outline must be between 500 and 1000-words long. These outlines will count towards the final mark (5%), and the instructor will provide some brief feedback. The outline will be graded on a “check-plus,” “check,” and “fail” basis. Check-plus is 100% (A+), Check is 75% (C), and Fail is 0% (F). An A+ outline shows substantial thought on the topic including a provisional research question (which could change) and the method to be used, along with several sources already consulted. Evidence of thinking through and responding to critiques and questions during your research presentation is present. A “C” outline demonstrates some thought on the topic, but lacks a method or a specific research question. An F outline is either missing or demonstrates very poor effort in developing a topic.

The references must include the essential reading of the module that corresponds to your chosen topic and at least 7 other academic references (journal articles, chapters in edited books, academic books, etc.); these can include “presentation readings” or “other recommended readings” listed below.

Late assignments turned in within 24 hours late will be downgraded by a third of a letter grade (a B+ paper will be downgraded to a B, a B- paper will be downgraded to a C+), another 24 hours another third of a letter grade and anything beyond that will be given a failing grade (“F”). I will only consider late papers without downgrading under the most exceptional of circumstances. Do not abuse this policy.

The first page of each paper must include the student’s name and ID number, and the essay body must be 12-point font, double-spaced and include page numbers. The instructor will provide a template through Google Classroom.

The essay must also include a bibliography and acknowledge sources appropriately using APA style. A grading rubric will be provided to students via Google drive as the date approaches.

Grade scale:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	Below 60
B	83-86	C-	70-72		

ATTENDANCE POLICY AND BEHAVIOR IN CLASS

No attendance mark is assigned in this course. However, the following policies will be STRICTLY adhered to:

- Students are expected to attend the classes (including rescheduled ones taking place in days other than Sundays and Wednesdays) AND show knowledge of – and engagement with – the essential readings, that need to be read before the relevant class. Students who are physically present in class but who are unwilling or unable to participate in class discussions, or are busy in other activities (for instance by making repeated use of their mobile devices during the session), will be considered as absent.
- **As per university policy, you are allowed to miss six sessions without penalty. Missed sessions for any reason whatsoever, including AUC sponsored events, count towards this limit. I highly encourage you to minimize the number of sessions missed as much as possible. I highly encourage you to minimize the number of sessions missed as much as possible. You are solely responsible for making up work or catching up on material missed. However, if you are going to miss class and you are at or under the 6 allowed absences, you may simply miss class without explanation. Please do not email me explaining your absence. It is your**

right to miss up to six classes; therefore, I do not need an explanation. It is up to you to keep track of how many sessions you've missed.

- If you are already over your six free absences, and need to miss an additional class for severe and unavoidable reasons, please let me know as soon as is feasible and, depending upon the circumstances, I will grant you further unexcused absence(s) without penalty (up to nine, see below). The decision of the instructor is final.
- Students who, without a valid justification, arrive to class more than 10' late, leave more than 10' early or leave the teaching room repeatedly during the session will be considered as absent.
- Unexcused absence in at least SEVEN sessions, and absence with or without valid justification in at least NINE sessions, will result in an automatic "F" grade.
- If an attendance sheet is circulated in class, each student is expected to sign only for him-/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the student(s) involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

BLENDED LEARNING

This course will be administered through the course site as well as Google docs and Google classroom. You must check these resources regularly in order to stay up to date. Please check the site **BEFORE** emailing me with questions about the course readings, deadlines and assignments. Emails that ask questions that are easily answered by checking the course site will be ignored.

ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will **NOT** be penalised for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be expressed so as to be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

STUDENTS WITH DISABILITIES

Generally, AUC informs instructors about any disabilities a student may have and works with the instructor to make sure each and every student has equal opportunity to participate in the course. If you have not done so already, please visit the AUC Disability Service (<http://www.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx>). However, even if your specific case has not been documented I am willing to work individually with you. Please make an appointment to speak with me as soon as possible to discuss any accommodation necessary to guarantee your full participation.

COURSE STRUCTURE

Note: The instructor will not be present the week of November 12th provisionally. A lecture will be delivered through Blackboard Connect to make up for the first class session. A makeup session for student presentations will be scheduled on Saturday, November 18th.

Structure of the modules:

- *Each module corresponds to two 1h15' sessions (i.e. one full week) which will take place with a Su/We schedule, except for modules 1 and 2 which include one session only.*
- *The normal two-session modules are organized as follows:*
 - *The FIRST session will **introduce in general terms the relevant theme / institution**; the instructor will provide a presentation but students are expected to be familiar with the essential reading and take part in class discussions and exercises;*
 - *The SECOND session will deal with a **specific debate** or issue within that module and will be **based on a student presentation**.*

COURSE READINGS

For each module you find:

- one essential reading that EVERYBODY MUST read before the relevant seminar. Students who, during a seminar, do not show familiarity with the essential reading will be considered as absent.
- two presentation readings that the presenters for that module are expected to read and use for their presentation. Other students may use these readings as recommended readings when working on their essays.
- two or more recommended readings. These are not compulsory readings but are recommended especially to students working on their essays.

1 – Introduction [one class] September 6th, 2017

No readings

2 – Talking about “international organizations”: some terminology [one class] September 10th, 2017

Essential reading

Karns, M.P. – Mingst, K.A. (2004) *International Organizations: The Politics and Processes of Global Governance* (Boulder; London: Lynne Rienner), chapter 1 “The Challenges of Global Governance”, 3-33.

No presentation

3 – Why do we need international organizations? September 13th, 2017

Essential reading

Abbott, K.W. – Snidal, D. (1998) Why States Act through Formal International Organizations, *Journal of Conflict Resolution*, 42(1), 3-32.

No presentation

Recommended readings

Haas, E.B. (1980) Why Collaborate? Issue-Linkage and International Regimes, *World Politics*, 32(3), 357-405.

Barnett, M.N. – Finnemore, M. (1999) The Politics, Power, and Pathologies of International Organizations, *International Organization*, 53(4), 699-732.

*****Presentations will be assigned today--class attendance is highly recommended*****

4 – The debate on “global governance” September 17th and 20th, 2017

Essential reading

Rosenau, J.N. (1995) Governance in the Twenty-first Century, *Global Governance*, 1(1), 13-43.

Presentation question

“We say ‘governance’ because we don’t really know what to call what is going on in international politics”. Do you agree? Answer yes/no and discuss with reference to the presentation readings.

Presentation readings

Weiss, T.G. (2009) What Happened to the Idea of World Government, *International Studies Quarterly*, 53, 253-271.

Dingwerth, K. – Pattberg, P. (2006) Global Governance as a Perspective on World Politics, *Global Governance*, 12, 185-203.

Other recommended readings

Finkelstein, L.S. (1995) What Is Global Governance? *Global Governance*, 1(3), 367-372.

Krahmann, E. (2003) National, Regional, and Global Governance: One Phenomenon or Many? *Global Governance*, 9(3), 323-346.

Brand, U. (2005) Order and Regulation: Global Governance as a Hegemonic Discourse of International Politics, *Review of International Political Economy*, 12(1), 155-176.

Soederberg, S. (2006) *Global Governance in Question: Empire, Class and the New Common Sense in Managing North-South Relations* (London; Ann Harbor: Pluto), chapter 1 “Global Governance in Question”, pp. 1-23.

Weiss, T.G. – Wilkinson, R. (2013) Rethinking Global Governance? Complexity, Authority, Power, Change, *International Studies Quarterly*, Online First, 1-9.

Buchanan, A. – Keohane, R.O. (2006) The Legitimacy of Global Governance Institutions, *Ethics and International Affairs*, 20(4), 405-437.

5 – The UN system -- September 24th and 27th, 2017

Essential reading

Ziring, L. – Riggs, R. – Piano, J.C. (2005) *The United Nations: International Organization and World Politics* (Belmont: Thomson Wadsworth), chapter 1 “Legal Framework and Institutional Structures”, 31-72.

Presentation question

Is it likely that the UN Security Council will be reformed in the near future?

Presentation readings

Blum, Y.Z. (2005) Proposals for UN Security Council Reform, *The American Journal of International Law*, 99(3), 632-649.

Hurd, I. (2008) Myths of Membership: The Politics of Legitimation in UN Security Council Reform, *Global Governance*, 14, 199-217.

Other recommended readings

Gareis, S.B. – Varwick, J. (2005) *The United Nations: An Introduction* (Basingstoke; New York: Palgrave Macmillan), chapter 1 “The United Nations System”; chapter 2 “Institution-Building, Regime Impact and Globalization: The Role and Function of the UN”; chapter 3 “The Core of the United Nations: Collective Security”

Slaughter, A.M. (2005) Security, Solidarity, and Sovereignty: The Grand Themes of UN Reform, *The American Journal of International Law*, 99(3), 619-631.

Thérien, J-P. – Dumontier, M.B. (2009) The United Nations and Global Democracy: From Discourse to Deeds, *Cooperation and Conflict*, 44(4), 355-377.

In Larger Freedom: Towards Development, Security and Human Rights for All, Report of the UN Secretary General, 21 March 2005, especially section V “Strengthening the United Nations”

6 – The UN system and world conflicts: peacekeeping and beyond -- October 1st and 4th, 2017

Essential reading

Richmond, O.P. (2004) UN Peace Operations and the Dilemmas of the Peacebuilding Consensus, *International Peacekeeping*, 11(1), 83-101.

Presentation question

Are UN peace operations effective?

Presentation readings

Fortna, V.P. (2004) Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War, *International Studies Quarterly*, 48(2), 269-292.

Sambanis, N. (2008) Short- and Long-Term Effects of United Nations Peace Operations, *The World Bank Economic Review*, 22(1), 9-32.

Other recommended readings

Goulding, M. (1993) The Evolution of United Nations Peacekeeping, *International Affairs*, 69(3), 451-464.

Heldt, B. – Wallensteen, P. (2006) *Peacekeeping Operations: Global Patterns of Intervention and Success, 1948-2004*, Folke Bernadotte Academy Research Report, second edition.

Ruggeri, A. – Gizelis, T-I. – Dorussen, H. (2013) Managing Mistrust: An Analysis of Cooperation with UN Peacekeeping in Africa, *Journal of Conflict Resolution*, 57(3), 387-409.

An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping, United Nations, 17 June 1992.

Report of the Panel on United Nations Peace Operations (“Brahimi Report”), United Nations, 17 August 2000.

7-- The UN system and human rights: gender equality -- October 8th and 11th, 2017

Essential reading

Krook, M. and True, J. (2010) Rethinking the Life Cycles of International Norms: The UN and the Global Promotion of Gender Equality, *European Journal of International Relations*, 18(1), 103-127.

Presentation question

Feminists long argued that gender equality is an important indicator of state stability and economic progress. The UN seemed to adopt this perspective as well when they adopted the Beijing platform in 1995 and again when they adopted the Millennium Development Goals in 2000. Do you agree that gender equality is an effective measurement of the UN mission of economic development and peacekeeping?

Presentation readings

Moser, C., & Moser, A. (2005). Gender mainstreaming since Beijing: a review of success and limitations in international institutions. *Gender & Development*, 13(2), 11-22.

Olsson, L. (2001). Gender mainstreaming in practice: The United Nations transitional assistance group in Namibia. *International Peacekeeping*, 8(2), 97-110.

Other recommended readings

Carol Cohn, *Women and Wars: Toward a Conceptual Framework*, in Carol Cohn (ed.) *Women and Wars: Contested Histories, Uncertain Futures* (Hoboken: Wiley, 2012), pp. 32-67.

True, J., & Mintrom, M. (2001). Transnational networks and policy diffusion: The case of gender mainstreaming. *International studies quarterly*, 45(1), 27-57.

- Rees, T. (2005). Reflections on the uneven development of gender mainstreaming in Europe. *International Feminist Journal of Politics*, 7(4), 555-574.
- Gizelis, T. I. (2009). Gender empowerment and United Nations peacebuilding. *Journal of Peace Research*, 46(4), 505-523.
- Hudson, N. F. (2009). Gender, human security and the United Nations: security language as a political framework for women. Routledge.
- Charlesworth, Hilary (2005). Not Waving but Drowning: Gender Mainstreaming and Human Rights in the United Nations. *Harvard Human Rights Journal*, 18 (1), 1-18.

8 – International Financial Institutions: evolution and assessment -- October 15th and 18th

Essential reading

- Boas, M. – McNeill, D. (2003) *Multilateral Institutions: A Critical Introduction* (Pluto Press), chapter 3 “The Changing Priorities of Multilateral Institutions: From Technical Aid to Good Governance”, 50-89.

Presentation question

Have the IMF and the World Bank been successful in applying the principle of “good governance” to their work?

Presentation readings

- Woods, N. – Narlikar, A (2001) Governance and the Limits of Accountability: The WTO, the IMF and the World Bank, *International Social Science Journal*, 53(170), 569-583.
- Stiglitz, J.E. (2003) Democratizing the International Monetary Fund and the World Bank: Governance and Accountability, *Governance*, 16(1), 111-139.

Other recommended readings

- Eichengreen, B. – Kenen, P.B. (1994) Managing the World Economy under the Bretton Woods System: An Overview. In P.B. Kenen (ed.), *Managing the World Economy: Fifty Years after Bretton Woods* (Washington, D.C.: Institute for International Economics), 3-57.
- Felder, R. (2008) From Bretton Woods to Neoliberal Reforms: the International Financial Institutions and American Power. In Panitch, L. – Konings, M. (eds.) *American Empire and the Political Economy of Global Finance* (Basingstoke; New York: Palgrave Macmillan), 175-197.
- Elson, D. (1994) People, Development and International Financial Institutions: An Interpretation of the Bretton Woods System, *Review of African Political Economy*, 21(62), 511-524.
- Narlikar, A. (2010) New Powers in the Club: The Challenges of Global Trade Governance, *International Affairs*, 86(3), 717-728.
- Buira, A. (2005) *The Bretton Woods Institutions: Governance, without Legitimacy?* CSGR Working Paper No. 180/05.

*****Midterm October 22nd*****

9– Regional organizations (I): the EU -- October 25th and 29th, 2017

Essential reading

- Staab, A. (2009) *The European Union Explained* (Bloomington: Indiana University Press), chapter 1 “Parameters of European Integration”, 3-28.

Presentation question

“So far the European project has failed to generate a truly integrated union”. Do you agree? Answer yes/no and discuss with reference to the presentation readings.

Presentation readings

- Bradbury, J. (2009) The European Union and the Contested Politics of ‘Ever Closer Union’: Approaches to Integration, State Interests and Treaty Reform since Maastricht, *Perspectives on European Politics and Society*, 10(1), 17-33.
- Fligstein, N. – Polyakova, A. – Sandholtz, W. (2012) European Integration, Nationalism and European Identity, *Journal of Common Market Studies*, 50(S1), 106-122.

Other recommended readings

- Majone, G. (2012) *Rethinking European Integration after the Debt Crisis*, Working Paper No. 3/2012, The European Institute, University College London, June 2012.
- Nicolaidis, L. (2013) European Democracy and Its Crisis, *Journal of Common Market Studies*, 51(2), 351-369.
- Schmidt, V.A. (2009) Re-Envisioning the European Union: Identity, Democracy, Economy, *Journal of Common Market Studies*, 47(S2), 17-42.
- Wallace, W. (2005) Post-Sovereign Governance: The EU as a Partial Polity. In Wallace, H. – Wallace, W. – Pollack, M.A. (eds.) *Policy-Making in the European Union* (Oxford: Oxford University Press), 483-503.
- Rosamond, B. (2012) Supranational Governance as Economic Patriotism? The European Union, Legitimacy and the Reconstruction of State Space, *Journal of European Public Policy*, 19(3), 324-341.

10 – Regional organizations (II): the African Union and the Arab League -- November 1st and November 5th

Essential reading

- Tavares, R. (2010) *Regional Security: The Capacity of International Organizations* (London; New York: Routledge), chapter 2 “African Union”; chapter 9 “League of Arab States”, 21-34; 105-116.

Presentation question

How successful have the African Union and the Arab League been in trying to resolve conflicts in their regions, and therefore in finding “regional solutions to regional problems”?

Presentation readings

- Dersso, S.A. (2012) The Quest for *Pax Africana*: The Case of the African Union’s Peace and Security Regime, *African Journal of Conflict Resolution*, 12(2), 11-47.
- Pinfari, M. (2009) *Nothing But Failure? The Arab League and the Gulf Cooperation Council as Mediators in Middle Eastern Conflicts*, CSRC Working Paper No. 45, London School of Economics and Political Science, March 2009.

Other recommended readings

- Barnett, M. – Solingen, E. (2007) Designed to Fail or Failure of Design? The Sources and Institutional Effects of the Arab League. In Johnson, A.I. – Acharya, A. (eds.), *Crafting Cooperation: Regional Institutions in Comparative Perspective* (New York: Cambridge University Press), 180-220.
- Korany, B. (2011) Middle East Regionalisms: Can an Institution Bridge Geo-Culture to Geo-Economics? In Shaw, T.M. – Grant, J.A. – Cornelissen, S. (eds.) *The Ashgate Research Companion to Regionalisms* (Farnham: Ashgate), 273-293.

- Møller, B. (2009) *The African Union as Security Actor: African Solution to African Problems?* CSRC Working Paper No. 57, London School of Economics and Political Science, August 2009.
- Okumu, W. (2009) The African Union: Pitfalls and Prospects for Uniting Africa, *Journal of International Affairs*, 62(2), 93-111.
- Pinfari, M. (2012) A Changing Mediterranean: Regional Organisations and North Africa during the Arab Spring, *The International Spectator*, 47(1), 134-150.

*****Short presentations on Research Topic and Research Question November 8th***
Attendance Mandatory**

**11 – International regimes (I): the Non-Proliferation system -- November 12th and 15th, 2017
(may need to be rescheduled due to Professor's absence)**

Essential reading

- Simpson, J. (2009) The Future of the NPT. In Busch, N.E. – Joyner, D.H. (eds.), *Combating Weapons of Mass Destruction: The Future of International Nonproliferation Policy* (Athens; London: The University of Georgia Press), 45-73.

Presentation question

Is the rationale of the NPT – forbidding the proliferation of nuclear weapons while encouraging nuclear assistance for civilian purposes – inherently contradictory?

Presentation readings

- Fuhrmann, M. (2009) Spreading Temptation: Proliferation and Peaceful Nuclear Cooperation Agreements, *International Security*, 34(1), 7-41.
- Bluth, C. et al. (2010) Civilian Nuclear Cooperation and the Proliferation of Nuclear Weapons, *International Security*, 35(1), 184-200.

Other recommended readings

- Firmage, E.B. (1969) The Treaty on the Non-Proliferation of Nuclear Weapons, *American Journal of International Law*, 63, 711-746.
- Smith, R.K. (1987) Explaining the Non-Proliferation Regime: Anomalies for Contemporary International Relations Theory, *International Organization*, 41(2), 253-281.
- Kuppuswamy, C. (2006) Is the Nuclear Non-Proliferation Treaty Shaking at its Foundations?
Stock Taking after the 2005 NPT Review Conference, *Journal of Conflict and Security Law*, 11(1), 141-155.
- Kornprobst, M. (2012) How Rhetorical Strategies Reproduce Compromise Agreements: The Case of the Nuclear Non-Proliferation Regime, *Government and Opposition*, 47(3), 343-367.

12 – International regimes (II): the environment -- November 19th and 22nd, 2017

Essential reading

- Dauvergne, P. (2011) Globalization and the Environment. In Ravenhill, J. (ed.) *Global Political Economy* (Oxford: Oxford University Press, 3rd edition), 450-462; 469-479.

Presentation question

Is the potential evolution of the global environmental *regime* into an *organization* desirable?

Presentation readings

- Hare, W. et al. (2010) The Architecture of the Global Climate Regime: A Top-Down Perspective, *Climate Policy*, 10(6), 600-614.
- Najam, A. (2003) The Case Against a New International Environmental Organization, *Global Governance*, 9(3), 367-384.

Other recommended readings

- Dimitrov, R.S. (2010) Inside Copenhagen: The State of Climate Governance, *Global Environmental Politics*, 10(2), 18-24.
- Keohane, R.O. – Raustiala, K. (2008) *Toward a Post-Kyoto Climate Change Architecture: A Political Analysis*, Discussion Paper 2008-01, Cambridge, Mass.: Harvard Project on International Climate Agreements.
- Bernstein, S. – Cashore, B. (2007) Can Non-State Global Governance Be Legitimate? An Analytical Framework, *Regulation and Governance*, 1, 347-371.
- Karlsson-Vinkhuyzen, S.I. – McGee, J. (2013) Legitimacy in an Era of Fragmentation: The Case of Global Climate Governance, *Global Environmental Politics*, 13(3), 56-78.

13 – G20 and Sumitry -- November 26th and 29th, 2017

Essential reading

- Melissen, J. (2003) *Summit Diplomacy Coming of Age*. Clingendael Discussion Paper in Diplomacy no. 86, The Hague, Clingendael Institute, May 2003.

Presentation question

“The only forum fit for addressing and resolving the problems of today’s international politics is the G20, not international organizations like the UN”. Do you agree? Answer yes/no and discuss with reference to the readings.

Presentation readings

- Cooper, A.F. (2010) The G20 as an Improvised Crisis Committee and/or a Contested ‘Steering Committee’ for the World, *International Affairs*, 86(3), 741-757.
- Slaughter, S. (2013) Debating the International Legitimacy of the G20: Global Policymaking and Contemporary International Society, *Global Policy*, 4(1), 43-52.

Other recommended readings

- Dunn, D.H. (1996) How Useful is Summitry. In Dunne, D. (ed.) *Diplomacy at the Highest Level: The Evolution of International Summitry* (Houndmills; London: Macmillan), 247-268.
- Kirton, J. (2004) *Explaining G8 Effectiveness: A Concert of Vulnerable Equals in a Globalizing World*. Paper presented at the Annual Convention of the International Studies Association, Montreal, Canada, 17-20 March 2004.
- Soederberg, S. (2010) The Politics of Representation and Financial Fetishism: The Case of G20 Summits, *Third World Quarterly*, 31(4), 523-540.
- Payne, A. (2010) How Many Gs Are There in ‘Global Governance’ after the Crisis? The Perspectives of the ‘Marginal Majority’ of the World’s States, *International Affairs*, 86(3), 729-740.

14 – “Global civil society” and its impact -- December 3rd and 6th, 2017

Essential reading

- Scholte, J.A. (1999) *Global Civil Society: Changing the World?* CSGR Working Paper No. 31/99, May 1999.

Presentation question

Is “global civil society” the solution to the problems of accountability and representativeness that affect international organizations?

Presentation readings

Kaldor, M. (2003) The Idea of Global Civil Society, *International Affairs*, 79(3), 583-559.
Chandhoke, N. (2002) The Limits of Global Civil Society. In *Global Civil Society 2002* (Oxford: Oxford University Press), 35-53.

Other recommended readings

Williams, M. (2005) Globalization and Civil Society. In Ravenhill, J. (ed.) *Global Political Economy* (Oxford: Oxford University Press, 1st edition), 345-368.
Anderson, K. – Rieff, D. (2004) ‘Global Civil Society’: A Sceptical View. In *Global Civil Society 2004* (Oxford: Oxford University Press), 1-12.
Cox, R.W. (1999) Civil Society at the Turn of the Millennium: Prospects for an Alternative World Order, *Review of International Studies*, 25(1), 3-28.
Munch, R. (2010) Global Civil Society. In Taylor, R. (ed.) *Third Sector Research* (New York: Springer), 317-326.

15 - Conclusion -- December 10th (Simulation Game??), December 13th Review for Final

No readings

OTHER RESOURCES

Becoming familiar with the institutional websites of the main organizations reviewed in this course can help you with your presentation and essays. These include the following:

United Nations - <http://www.un.org/>
World Bank Group - <http://www.worldbank.org/>
International Monetary Fund - <http://www.imf.org/external/index.htm>
World Trade Organization - <http://www.wto.org/>
European Union - http://europa.eu/index_en.htm
African Union - <http://www.au.int/en/>
International Atomic Energy Agency - <http://www.iaea.org/>
United Nations Framework Convention on Climate Change - <http://unfccc.int/2860.php>
G20 - <http://www.g20.org/>

Through the AUC library website you can also access a number of academic journals that publish cutting-edge articles on international organizations, which include (but are not limited to) *International Organization*, *International Affairs*, *International Studies Quarterly*, *Review of International Studies*, and *Global Governance*. Reading these journals can help you understand the characteristics of a “good” academic paper in this discipline, but you should by all means extend your bibliographic search to other academic journals listed in the AUC e-journal search engine on the basis of your own personal interests. Feel free to contact the course instructor if you require personalized guidance.