

PS4609 – Spring 2018



**INTERNATIONAL ORGANIZATIONS
PS4609 Spring 2018**

Prof. Holly Oberle

HUSS 2023

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Class Sessions: M/R 2:00-3:15 Waleed C127

Office Hours: Mondays 8:30-10 am; Thursdays 11:15 am – 12:45 pm

You MUST book an appointment with me if you want to see me during office hours. This helps me stay organized and make the most of our time together. Please use the following link: <https://oberle.youcanbook.me/>. Please be one time and cancel if you cannot make it. Walk-in appointments will only be accepted if your request is simple and will only take less than 5 minutes. Meetings can be arranged outside my office hours via email.

International organizations play a central role in today's international system, but what role they play and their effectiveness is difficult to judge in a world that is both globalizing AND continues to be state-centered. For some IO's represent the beginning of a future "world government" and for others IO's are ineffective, illegitimate, and merely window-dressing for states to push through their own agendas.

This course addresses these and other related questions by giving students an overview of the major theories and approaches to IO's as well as reviewing the structure, mission, and issue areas of some of the most important IO's in the world today. In addition, we will look at the major accomplishments and failures of each IO we study. Throughout the study of each IO, students will be encouraged to place the organization within the framework of "global governance" and question the extent to which each IO maintains legitimacy and accountability. The organizations reviewed include global organizations like the United Nations, regional bodies like the EU and the Arab League, and "regimes" such as the environment and non-proliferation. We will also explore other institutions that may or may not be considered an "organization" per se but are extremely relevant to the study of global governance and international cooperation, such as summitry and non-governmental organizations.

This course is useful for any political science major, but is especially useful to those specializing in IR. Furthermore, the course will provide the factual knowledge of the structure of major IO's as well as the theoretical and analytical skills to assess the role IO's play in

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current global issues. The course will also be useful for those students interested in a career in diplomacy or within the organizations in question.

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.

COURSE MANAGEMENT

You will receive invitations to view the Google Drive folder. The syllabus and all other important documents, including the readings, will be shared with you using Google Drive. Please take your time to familiarize yourself with Google Drive. I DO NOT use Blackboard. The preferred communication between students and the professor is through email. Changes and updates to the course schedule will be communicated through email, and reflected on the Google Drive folder. All changes will be announced in class as well. It is your responsibility to check the Google Drive often.

ASSESSMENT

Components:

Presentation	15%
Mid-term exam	25%
Research paper	25% (20% paper +5% Outline)
Final exam	25%
Two simulations	10% each (participation and debriefing/reflection paper)

Class presentation: each student will be required to deliver one presentation on one of the course modules.

Presentation questions can be found in the syllabus. Presentations will be assigned by the end of week 2 (Monday 12 February) in class. The purpose of the presentation is to give you a chance to be the “teacher” for the day. It is your job to summarize the two additional readings as well as weave the readings together in a coherent story, answering the question posed in the syllabus. Presentations should be 30-40 minutes long.

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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 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. This outline should NOT just be a copy of the powerpoint presentation, but SUPPLEMENTARY. The instructor will use major points/insights/debates/questions from the presentation handout as a basis for questions on the midterm and final exam.***

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 on April 12th provisionally. It will cover the themes discussed prior to the exam. The exam focuses on the essential readings for these modules, but will also include essential points of discussion during the presentations. Students should review the handouts for each presentation in addition to required readings and class notes.

Final exam: a final take-home exam will take place in the exam week in May and it will focus on the second half of the course (after the mid-term). The exact structure will be discussed in due course. The questions will be distributed on the final day of class (May 14th).

Simulations: Students will participate in two in-class simulations, provisionally scheduled for the 6th and 8th of March and the 19th and 20th of March). Students will be assigned a country and given some background reading on their country and its relationship with the IO. Student attendance will be required during the days of the simulation, and students will be required to submit a short reflection paper after the simulation. Students' grade will be based on active participation as well as the reflectiveness of the post-simulation paper. The exact length and structure of the paper as well as due dates will be discussed later. ***The simulation will be conducted through the ICONS website, administered by the University of Maryland. Students will be required to register with the website and pay a \$13 fee for each simulation. Should you have trouble registering or paying the fee, please let me know AHEAD of the simulation date.***

Research paper: you will be required to submit a research paper (provisionally May 3rd) by midnight 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 2,000 and 3,000-words long. You must choose a different topic other than your presentation. *Topics should normally focus on one of the organizations we discuss in class; however, if you would like to write about an organization NOT on the syllabus, you must discuss your topic with the instructor and receive approval.*

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Also, you MUST submit by April 19th an **outline** of your paper which should briefly introduce: a) the theme/topic of the paper; b) its main research question; c) its theoretical focus (which approaches will be used? Why?); d) a provisional bibliography. The outline must be between 500 and 1000-words long. These outlines will count towards the final mark (3%), 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, or other credible academic sources not listed in the syllabus.

Late assignments turned in within 24 hours late or less 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, the course name and the professor’s name. The essay body must be 12-point font, Times New Roman, double-spaced and include page numbers. The essay must also include a bibliography and acknowledge sources appropriately using APA style. APA uses in-text citations and works references page. Footnotes are only used to add information to the main text.

You must turn in your paper as a Google Doc before the deadline. You must share with ME as well as my TA, Zane Larwood (zlarwood@aucegypt.edu). Please name the file using the following conventions:

**FIRSTNAME_SURNAME_PS4609S18Research
HOLLY_OBERLE_PS4609S18Research**

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 or participation mark is assigned in this course. However, the following policies will be STRICTLY adhered to:

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- Students are expected to attend the classes (including rescheduled ones taking place in days other than Mondays and Thursdays) AND show knowledge of – and engagement with – the essential readings, that need to be read before the relevant class.
- **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. 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). 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.
- Students are expected to refrain from using their mobile phones during class. Students may use a laptop or tablet in class but these devices are to be used for taking notes or referring to the reading ALONE, NOT to browse the internet or use social media. If students are repeatedly using their laptops for anything other than classroom activities, I reserve the right to revoke laptop privileges.
- Students are expected to maintain the highest form of academic integrity and honesty at all times and through all assignments. Any suspected act that violates AUC's policy on academic integrity will be referred to the Academic Actions Committee for review. Violation of these policies could result in an "F" for an assignment or for the entire course, as per departmental and university policy.

BLENDED LEARNING

This course will be administered through Google Drive. 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 Google Drive 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

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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.

TEXTBOOKS

There is no single textbook for this course. The essential readings for each module are listed below and are posted on a shared Google Drive folder.

Students who would like to own a good book that covers most of the topics included in this course can purchase the following textbook:

COURSE STRUCTURE

Structure of the modules:

- *Each module corresponds to two 1h15' sessions (i.e. one full week) which will take place with a Mon/Thur schedule.*
- *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 (except as noted)**.*

COURSE READINGS

For each module you find:

- *one or more essential reading that EVERYBODY MUST read before the relevant seminar.*
- *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] Thu 8 Feb

No readings

2 – Talking about “international organizations”: some terminology [one class] Mon 12 FEB

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? Thu 15 FEB

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” Mon 19 FEB and Thu 22 FEB

Essential reading

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

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

No presentation

Presentation readings

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

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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 – Mon 25 FEB and Thu 1 March

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

Presentation question - Presentation by Cynthia

Should the UN Security Council be reformed and if so, how so?

Presentation readings

- Hurd, I. (2008) Myths of Membership: The Politics of Legitimation in UN Security Council Reform, *Global Governance*, 14, 199-217.
- Blum, Y.Z. (2005) Proposals for UN Security Council Reform, *The American Journal of International Law*, 99(3), 632-649

Other recommended readings

- Gareis, S.B. – Warwick, 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”

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6 – The UN system and world conflicts: peacekeeping and beyond – Mon MAR 5, Tues Mar 6, and Thu March 8 (Simulation on UN and peacekeeping -- attendance required)

Essential reading

- Richmond, O.P. (2004) UN Peace Operations and the Dilemmas of the Peacebuilding Consensus, *International Peacekeeping*, 11(1), 83-101. (Mon)
- Sambanis, N. (2008) Short- and Long-Term Effects of United Nations Peace Operations, *The World Bank Economic Review*, 22(1), 9-32. (Tues) - Simulation begins
- 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. (Thurs) - Simulation ends

Other recommended readings

- Goulding, M. (1993) The Evolution of United Nations Peacekeeping, *International Affairs*, 69(3), 451-464.
- Heldt, B. – Wallenstein, 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 – Mon 12 March and Thur 15 March

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

Presentation question -presentation by Ahd

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? Why has the UN largely failed in achieving its gender mainstreaming goals?

Presentation readings

- Olsson, L. (2001). Gender mainstreaming in practice: The United Nations transitional assistance group in Namibia. *International Peacekeeping*, 8(2), 97-110.
- Moser, C., & Moser, A. (2005). Gender mainstreaming since Beijing: a review of success and limitations in international institutions. *Gender & Development*, 13(2), 11-22. (Thurs)

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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 Organizations and Norm Formation: The International Whaling Commission --
Mon 19 March and Tues 20 March (Simulation- attendance required) (no class Thursday)**

Essential reading

- Caron, David D. (1995). The International Whaling Commission and the North Atlantic Marine Mammal Commission: The institutional Risks of Coercion in Consensual Structures, *The American Journal of International Law*, 89(1), 154-174. (Mon)
- Bailey, Jennifer. (2008). Arrested Development: The Fight to End Commercial Whaling as a Case of Failed Norm Change. *European Journal of International Relations*, 14(2): 289-318. (Tues)

9 – International Financial Institutions: evolution and assessment – Mon 26 March and Thurs 29 March

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. (Mon)
- Stiglitz, J.E. (2003) Democratizing the International Monetary Fund and the World Bank: Governance and Accountability, *Governance*, 16(1), 111-139. (Thurs)

Presentation question - presentation by Wael

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

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- 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.

*****Spring Break April 1 - 9*****

*****Midterm Thurs 12 April*****

9a– Regional organizations (I): the EU -- Mon 16 APRIL and Thu 19 APRIL

*****Research Outline Due April 19th by Midnight*****

Essential reading

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

Presentation question by George

“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.

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- 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 -- Mon 23 APRIL and Thu 26 APRIL

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. (Mon)
- 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. (Thurs)

Other recommended readings

- 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.
- 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.

**11 – International regimes (I): the Non-Proliferation system – Mon 30 April and Thurs 3 May
Research Paper due by Midnight Thursday May 3rd**

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. (Mon)
- Fuhrmann, M. (2009) Spreading Temptation: Proliferation and Peaceful Nuclear Cooperation

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Agreements, *International Security*, 34(1), 7-41. (Thurs)

Presentation question - Presentation by Maitham

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 – Mon 7 May and Thurs 10 May

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. (Mon)

Hare, W. et al. (2010) The Architecture of the Global Climate Regime: A Top-Down Perspective, *Climate Policy*, 10(6), 600-614. (Thurs)

Presentation question - Presentation by Salma

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*

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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 “summit diplomacy” -- Mon May 14th

*****Final Exam Take Home Questions Distributed*****

Essential reading

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

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 Policy-making 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.

*****Final Take Home Exam Due May 22nd by Midnight via Google Drive*****

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/>

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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.