

**POL4609-01 | International Organizations**  
**Department of Political Science**  
**Spring Semester 2020**

**Course Information**

**Course Convener:** Dr. Shourideh C. Molavi

**Class Meeting:** Sundays & Wednesdays, 3:30-4:45pm

**Location:** WALEED CP60

**Course Resources:** Available on Blackboard. Students are expected to check the Blackboard site of the course on a weekly basis, where any important announcement on class readings, scheduling and assessment will be posted.

**Instructor Contact Information**

**Email:** [shourideh.molavi@auc.egypt.edu](mailto:shourideh.molavi@auc.egypt.edu)

**Phone:** Ext. 1897

**Office:** 2014 HUSS

**Office hours:** Sundays and Wednesdays 1:00-2:00pm, please email for appointment

**Course Description**

This interdisciplinary course introduces students to the key concepts and theories that give shape to international organizations and their dynamics in international relations and world politics. Institutions that encompass both international organizations and international rules play important roles in shaping dynamics of power and in reproducing imperial relations in global politics. As such, this course focuses both on the major international organizations that shape contemporary political structures as well as the formal treaties and informal rules, practices, and norms of these organizations that affect human communities. With each international organization studied, the course will seek to examine their political practices and frameworks of power through case studies primarily from non-European or North American contexts.

**Course Format and Teaching Methods**

This course is based on lectures and discussion (1.25-hours) twice a week. Each week is assigned one topic and a set of readings.

For each week, we will focus on 1-2 key texts in relation to one another according to the key topics of the course (outlined below). At this is an interdisciplinary course, students will be given the opportunity to deepen their knowledge of multi-disciplinary and cross-disciplinary approaches to political theories and perspectives both at domestic and international levels.

The format of the classes will be discussion led. The instructor will begin the class with an overview and will then proceed to asking leading questions so that we can collectively extract the key contributions in the assigned readings for that week.

The instructor will make sure that all readings are provided to students in advance of each lecture. In addition to regular attendance, students are expected to participate and contribute actively during the class. Since the discussion will explore the required readings in detail, thorough preparation is essential. Simply put, do all of the assigned readings and make sure to bring them with you to class.

## **Assessment**

### **1) Active Class Participation**

**10%**

Students are expected to attend all classes regularly without any absence. Students will be evaluated on the quality (not quantity) of their participation in class. Additionally, students who are physically present in class but are unable or unwilling to contribute to the class discussions, or are otherwise distracted (for instance by using their mobile devices during the session), will have marks deducted from the participation grade.

Wherever possible, students will be encouraged to make links among various class discussions and readings from previous lessons and recent events as they develop. Keeping our fingers on the text is also vital as a primary objective of the course will be to understand and analyze the class readings. Importantly, when participating in the classroom, students are encouraged to respect the time and space of the class, how much of it they are taking up in each lesson, and actively listen to their peers so as to deepen our collective learning.

### **2) Four Reflection Papers:**

**40%.**

Students are required to write four (4) Reflection Papers each covering any one of the weekly themes of their choice that is assigned from Weeks 2-6. The Reflection Paper must be centered around a reading, and summarize, discuss and critically analyze the assigned text.

Rather than regurgitating the chosen reading as outlined, student papers are expected to reflect a level of independent and critical thinking. Length should be 2-3 pages maximum (double spaced and not including references). No outside readings are allowed.

*\* All reflection papers must be submitted by the end of Week 6, March 11 \**

### **3) Mid-Term Essay**

**15%**

Students are required to submit an essay of 1,800-2,000 words, selecting one of the questions provided by the instructor ahead of time. The essay must clearly answer the question selected by the student while: (i) engaging with the topics and readings provided in class (ii) reflecting an in-depth awareness of the core issues being explored in the lectures and seminar and (iii) being properly referenced.

This paper must apply at least 3-4 readings from the class syllabus to inform the writing.

*\* Due Week 7, March 18 at beginning of class in print (15%) \**

#### 4) Final Research Paper

##### (i) Proposal

**10%**

Students are required to submit a Proposal that describes the subject, question or problematic in related to the themes and content of the course that they will analyze and critically examine in their Final Research Papers. The instructor will provide detailed instructions on the expected format and content of the Proposals beforehand.

The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her/him to suggest related readings and arguments for the student to consider. Feedback on the Proposal will be given ahead of the due date of the Final Research Essay.

*\* Due Week 11, Sunday April 22, beginning of class in print \**

##### (ii) Research Essay

**25%**

Students have to submit a Research Essay of 2,000-2,500 words. The topic of the paper should correspond to the Proposal submitted or otherwise be approved by the instructor beforehand.

The papers are evaluated on the depth of thinking and quality of arguments presented. Focused and clear writing, an outlined and organized flow of arguments, and informed judgment is key to a solid analytical paper. Make sure that the details you provide are relevant to making your argument, and that you remain consistent throughout the paper as to your research question and objective.

*\* Due Thurs. May 21, end of day, via email \**

#### Important Notes Regarding Written Assignments

- All written assignments are due in print to the Instructor at the beginning of class.
- All written assignments are graded on both form and content. This means that you are graded both on *what* you argue as well as *how* you present your ideas and claims.
- Students are required to include their name, course code, student number, Title Page and Bibliography, including standard formatting written in Times New Roman, 12pt font, and double-spaced.
- Make sure to include correct referencing for any materials used from the readings following the "Chicago Manual of Style" for citation as footnotes. Penalties for overly short and excessive papers may be applied at the discretion of the Instructor.
- Do not exceed the assigned word/page count as indicated above.

Penalties and deductions for any limitations or discrepancies regarding the above for written assignments may be applied at the discretion of the Instructor.

### Grade Scale

A	93+	C+	77-79	F	59 and below
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D	60-66		
B-	80-82	D+	67-69		

### Grade Policy

The instructor does not accept late assignments. If extenuating circumstances apply and the instructor accepts a late assignment without a justified excuse, a full 5% will be deducted. The grade that you receive at the end of the semester is the sum of grades received for your completed coursework and participation/attendance. This is not negotiable and no additional coursework will be provided to supplant grades. Grades are not altered based on a curve.

### 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 seminars (including rescheduled ones) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions or are otherwise distracted will be considered as absent.
- Students who, without a valid justification, arrive to class more than 10 minutes late, leave more than 10 minutes early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid justifications. The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.
- Unexcused absence in at least **THREE** sessions, and absence with or without valid justification in at least **FIVE** sessions, will result in an automatic “F” grade.
- Based on the current university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and health emergencies or participation in formal AUC activities, the student may petition to drop their course after the formal deadline to drop courses and before the deadline for withdrawal from the university, or may petition to continue the course.
- 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 students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

### **Academic Integrity**

Teaching is based on a relation of mutual trust between the teacher and the students. When we research, we use other people's work to help develop our own: this is an essential part of the academic world. However, when you use someone else's work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means is that anytime you draw from someone's ideas or use their actual words, you must give the name of the author and the book in proper citation form.

All students are expected to be familiar with the AUC code of practice on academic integrity which is available at: <http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students>.

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense.

If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

### **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.

### **Note on Electronic Devices in Class**

To enable open and uncensored discussion and protect the privacy of students, there is a zero-tolerance policy on any and all recording/surveillance devices in and around the classroom. Discovery of such devices will result in automatic reprimand and removal from the classroom. This is fundamental to ensure a fruitful discussion. As such, computers are also not required nor recommended unless absolutely necessary.

**Students Who Are Differently-Abled**

If you believe that you are differently-abled/have a disability that impacts your studies, or you have documentation of such, please contact the Instructor as soon as possible. The Instructor is happy to hear from you even if you do not have a formal proof; however, you may be asked to provide a note from the AUC Disability Services (<http://in.aucegypt.edu/student-life/student-well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

## **Course Syllabus Plan**

### **Week 1: Setting the Stage**

#### **Feb 2: Introduction and course outline**

#### **Feb 5: Why international organizations?**

Rochester, Martin J. "The Rise and Fall of International Organization as a Field of Study," *International Organization*, 40 (4), pp. 777-813, 1986.

Abbott, Kenneth & Duncan Snidal. "Why States Act Through Formal International Organizations." *Journal of Conflict Resolution* 42.1 (1998): 3-32.

### **Week 2: Sovereignty and Sovereignty for Who?**

#### **Class moved to Tuesday February 11**

Derek Croxton, 1999, The Peace of Westphalia of 1648 and the Origins of Sovereignty, *The International History Review*, 21.3: 569-591.

#### **Feb 12**

Andreas Osiander, 2001, Sovereignty, International Relations, and the Westphalian Myth, *International Organization*, 55.2: 251-287.

### **Week 3: Power, Hierarchy and Authority**

#### **Feb 16**

Lake, David A. "Escape From the State of Nature: Authority and Hierarchy in World Politics." *International Security* 32.1 (2007): 47-79.

Hurd, Ian, "Legitimacy and Authority in International Politics," *International Organization*, 53 (2): pp. 379-408, 1999.

#### **Feb 19**

Barnett, Michael & Raymond Duvall. "Power in International Politics." *International Organization* 59.1 (2005): 39-75.

Herring, Eric, and Glen Rangwala. "Iraq, Imperialism and Global Governance." *Third World Quarterly*, vol. 26, no. 4/5, 2005, pp. 667-683.

### **Week 4: Colonial & Imperial Spectres: League of Nations and the Mandate System**

#### **Feb 23**

Antony Anghie, 2002, "Colonialism and the Birth of International Institutions: Sovereignty, Economy, and the Mandate System of the League of Nations," *Journal of International Law and Politics*, 34: 513-523.

Goodrich, L. (1947). From League of Nations to United Nations. *International Organization*, 1(1), 3-21.

**Feb 26**

Alison J Ayers, 2009, Imperial Liberties: Democratisation and Governance in the 'New' Imperial Order, *Political Studies*, 57: 1-27

**Week 5: 'Rule Making' Powers: The UN General Assembly and Security Council****March 1**

The United Nations, The Charter of the United Nations. See: <https://www.un.org/en/charter-united-nations/>. Read: Preamble, Ch01, Ch04, Ch05, Ch06.

Ian Hurd, "Legitimacy, Power, and the Symbolic Life of the UN Security Council," 8 *Global Governance* (8) 35 (2002): 35-51.

**March 4**

Ottaway, Marina and Bethany Lacina. "International Interventions and Imperialism: Lessons from the 1990s." *SAIS Review*, vol. 23 no. 2, 2003, p. 71-92.

**Week 6: International Court of Justice****March 8**

International Court of Justice, "Statute of the international court of justice," online at <http://www.icj-cij.org/documents/index.php?p1=4&p2=2&p3=0>

ICJ Briefing Paper, "The Road to Annexation—Israel's Maneuvers to Change the Status of the Occupied Palestinian Territory," Nov 2019: <https://www.icj.org/wp-content/uploads/2019/11/Israel-Road-to-Annexion-Advocacy-Analysis-brief-2019-ENG.pdf>.

**March 11**

"International Court of Justice finds Israeli barrier in Palestinian territory is illegal," 9 July 2004: <https://news.un.org/en/story/2004/07/108912-international-court-justice-finds-israeli-barrier-palestinian-territory-illegal>

Bowcott, Owen, "UN court rejects UK's claim of sovereignty over Chagos Islands," *Guardian Online*, 25 February, 2019: <https://www.theguardian.com/world/2019/feb/25/un-court-rejects-uk-claim-to-sovereignty-over-chagos-islands>.

"UK insists on keeping control over Chagos Islands against International Court of Justice's opinion," 26 January 2020: <https://www.nationalia.info/brief/11209/uk-insists-on-keeping-control-over-chagos-islands-against-international-court-of-justices->

*\* If pending, all Reflection Papers must be submitted by beginning of class in print \**

## **Week 7: International Criminal Court**

### **March 15**

Antony Anghie, "The Evolution of International Law: Colonial and postcolonial realities," *Third World Quarterly*, Vol 27 No. 5 (2006): 739-753.

Frederick Cowell, Inherent Imperialism: Understanding the Legal Roots of Anti-imperialist Criticism of the International Criminal Court, *Journal of International Criminal Justice*, Volume 15, Issue 4, September 2017: 667–687.

### **March 18**

John Dugard, Palestine and the International Criminal Court: Institutional Failure or Bias?, *Journal of International Criminal Justice*, Volume 11, Issue 3, July 2013: 563–570.

John Quigley, "The Palestine Declaration to the International Criminal Court: The Statehood Issue," 19 May 2009:

[https://iccforum.com/media/background/gaza/2009-05-19\\_Quigley\\_Memo\\_on\\_Palestine\\_Declaration.pdf](https://iccforum.com/media/background/gaza/2009-05-19_Quigley_Memo_on_Palestine_Declaration.pdf)

Bosco, David. "Palestine in The Hague: Justice, Geopolitics, and the International Criminal Court." *Global Governance*, vol. 22, no. 1, 2016, pp. 155–171.

\* Mid-Term Essay due beginning of class in print (15%) \*

## **Week 8: UNESCO**

### **March 22**

Kristin Kuutma, "The Politics of Scale for Intangible Cultural Heritage: Identification, Ownership and Representation," pp 156-170, in *The Politics of Scale*, by Tuuli Lähdesmäki; Suzie Thomas; Yujie Zhu, New York : Berghahn Books, 2019.

### **March 25**

Alessandro Petti, "The Architecture of Exile IV. B," *E-Flux: Refugee Heritage Project*. <https://www.e-flux.com/architecture/refugee-heritage/99756/the-architecture-of-exile-iv-b/>.

Ariella Azoulay, "The Right To Live Where One's Culture Was Museified," *Verso Online*, 10 March 2016: <https://www.versobooks.com/blogs/2551-the-right-to-live-where-one-s-culture-was-museified>.

## **Week 9: The World Bank and International Monetary Fund**

### **March 29**

Woods, Ngaire, "Unelected Government: Making the IMF and the World Bank More Accountable," *International Affairs*, 21 (2) pp. 9-12.

Woods, Ngaire and Amrita Narlikar, "Governance and Limits of Accountability: WTO, the IMF, and the World Bank," *International Social Science Journal*, 170, pp. 569-583, 2001.

**April 1**

McNally, David, *Global Slump: The Economics and Politics of Crisis and Resistance*, New York: PM Press (2001): read Ch. 04 on “Financial Chaos: Money, Credit, and Instability in Late Capitalism”.

**Week 10: Non-Governmental Organizations****April 5**

Ole Jacob Sending, Iver B. Neumann, “Governance to Governmentality: Analyzing NGOs, States, and Power,” *International Studies Quarterly* 50 (3): pp. 651–672

**April 8**

Petras, James. “Imperialism and NGOs in Latin America.” *Monthly Review*, New York Vol. 49, Iss. 7, (Dec 1997): 10-27.

Abdo Nahla, “Imperialism, the State, and Ngos: Middle Eastern Contexts and Contestations,” *Comparative Studies of South Asia, Africa and the Middle East* ,1 August 2010; 30 (2): 238–249.

**Spring Break: April 12-20****Week 11: Legacies of the Bandung Conference I****April 22**

Appadorai, A. “The Bandung Conference.” *India Quarterly*, Vol. 11, No. 3 (1955): 207-235.

Andrew Phillips (2016) Beyond Bandung: the 1955 Asian-African Conference and its legacies for international order, *Australian Journal of International Affairs*, 70:4, 329-341.

\* Proposal due beginning of class in print (10%) \*

**Week 12: Legacies of the Bandung Conference II****April 26**

Amitav Acharya (2016) Studying the Bandung conference from a Global IR perspective, *Australian Journal of International Affairs*, 70:4, 342-357.

**April 29**

Partha Chatterjee (2005) Empire and nation revisited: 50 years after Bandung, *Inter-Asia Cultural Studies*, 6:4, 487-496.

### **Week 13: 'People Power' and International Politics**

#### **May 3**

Saskia Sassen, "Local Actors in Global Politics," *Current Sociology*, Volume: 52, Issue 4: 649-670.

#### **May 6**

Deibert, Ronald J, "International Plug 'n Play? Citizen Activism, the Internet, and Global Public Policy," *International Studies Perspectives* 1 (3), pp. 255–272, 2000.

### **Week 14: Future of International Organizations?**

#### **May 10**

Read about the Permanent People's Tribunal, placing its framework and political reach in comparison with the international organizations we have discussed in this class: <http://permanentpeopletribunal.org/?lang=en>

Moita, Luís. "Opinion Tribunals and the Permanent People's Tribunal". *e-journal of International Relations*, Vol. 6, No. 1, May-October 2015.

#### **May 13, Collective discussion and wrap up of course**

Llewellyn, Jennifer J., and Robert Howse. "Institutions for Restorative Justice: The South African Truth and Reconciliation Commission." *The University of Toronto Law Journal*, vol. 49, no. 3, 1999, pp. 355–388.

Falk, Richard. "People's tribunals, and the roots of civil society justice," *Open Democracy*, 12 May, 2015, retrieved from: <https://www.opendemocracy.net/en/opensecurity/peoples-tribunals-and-roots-of-civil-society-justice/>.

\* *Final Research Essay due Thurs. May 21, end of day, via email (25%)* \*