GLOBAL GOVERNANCE AND INTERNATIONAL INSTITUTIONS

Dual Degree Bachelor of Laws and Bachelor in International Relations null SEP-2025 GGII-NLBIR.4.M.A

Area International Relations

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Tihomir Tsenkulovski has extensive international experience spanning academia, the private sector, and international organizations. He is a Ph.D. candidate in Organization Studies at the University of St. Gallen, Switzerland. His Ph.D. inquiry is concerned with international norm dynamics and creative city making – how the discourse on the role of cultural and creative industries for sustainable urban development is translated into local practices in Brazil and Argentina in the context of the UNESCO Creative Cities network. At the beginning of 2020 he conducted ethnographic fieldwork in Latin America with the support of the Swiss School of Latin American Studies. In 2021 he was a visiting research fellow at the Institut Barcelona d'Estudis Internacionals (IBEI). He is currently a research and teaching assistant in sustainability innovation at the Institute of Technology Management, the University of St. Gallen. In 2021 and 2022 he was part of the Academic Jury for the Global Essay Competition of the St. Gallen Symposium - a prominent platform for cross-generational dialogue and collaboration.

Tihomir attained a Master's degree in Law and Diplomacy at the Fletcher School, Tufts University as a Fulbright scholar with Certificates in Strategic Management and Diplomatic Studies and completed coursework at Harvard Business School and the Harvard Kennedy School. He holds a second Master's degree in International Relations and Diplomacy of the European Union from the College of Europe in Bruges, Belgium which he obtained thanks to a scholarship from the European Commission in the framework of the European Neighborhood Policy. During his graduate studies, he gathered experience as a project lead at the University of Pennsylvania, as a DAAD research fellow in Economics at the Humboldt University of Berlin, as a research assistant at Harvard Law School, as a staff editor for The Fletcher Forum of World Affairs, and as an election observer for the European Union in Bolivia. His professional experience also includes working as a Strategic Business Manager in the Intellectual Property & Science department of Thomson Reuters & Clarivate Analytics, as a researcher in the framework of the Horizon 2020 Research and Innovation program, as a management consultant to a high-level working group at the World Bank Group, Scholastic Inc., UNIDO, and UNOV/UNODC.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

The international system is often termed "anarchic" because there is no authority above that of individual nations. In a globalized world it is essential to understand how governance occurs at a scale that goes beyond the nation-state, so this course will examine the fundamental dynamics of global governance from the perspective of international organizations (IOs). It examines the main concepts and theories related to global governance, its historical evolution, regional connections, fundamental political areas, and institutional schemes, offering a comprehensive introduction.

Global challenges such as terrorism, pandemics, climate change, poverty and the increasing pace of globalization have created the need for cooperation, structure and order in the international system. But the quest for rules and institutions to govern the world has met with some resistance from states and governments. Indeed, there is an inherent tension between national sovereignty and the trend toward supranational policymaking. What role should international organizations have? Who should control them and to whom are they accountable?

This course explores the institutions that facilitate international cooperation. Although there is no world government that forces countries to get along and stick to their agreements, the international system features much more cooperation than conflict. How can international organizations like the UN, the IMF, and the WTO help states to avoid crises and reach outcomes that leave all sides better off? What are the strengths and limitations of these institutions? How might they help the international community deal with future threats like climate change?

In this course, we will search for answers to these questions. Specifically, we will look at a wide range of international institutions and how they operate in theory and practice. We will also examine broader debates about why institutions develop and what they can and cannot accomplish. The course will, therefore, comprise a mix of academic and policy debates pertaining to the role and policy scope of IOs in the current era.

LEARNING OBJECTIVES

This course has three main goals: First, to improve students' understanding of how international institutions can encourage cooperation between countries; second, to provide students with a much deeper knowledge of a variety of different types of international institutions–including global organizations like the United Nations and the World Trade Organization, regional institutions like the European Union, and a number of different non-governmental organizations; third, to give students a better understanding of international negotiations and the roles that international institutions can play.

Both theories and evidence about the role of international institutions in promoting cooperation will be introduced and critically examined throughout the course. We shall seek to learn how institutions facilitate cooperation between states, between states and non-state actors, and among non-state actors. To do so, we start by considering some basic conceptual and theoretical questions in the study of international organization: How do we define cooperation? How can we observe and measure it? How can international institutions help states and non- state actors to overcome dilemmas of cooperation, and under what conditions? What is the role of power in shaping cooperation? What is the role of political and scientific uncertainty? What determines the design of particular institutions? What are the effects of domestic politics on the operation of international institutions? Through what processes do international institutions change over time?

The aspiration of the course is to go beyond taking stock of facts and theories and to inspire students' appreciation for broader global governance challenges by engaging in a critical analysis of the need for institutional reform and possible approaches. We will reflect together on the ongoing transformation of the international system and discuss cutting-edge scholarly ideas about how the global governance architecture could be adapted to new transnational threats and emerging opportunities.

Students will acquire a strong foundation in the history, role, structure, activities, and governance efforts of both state-centred international institutions and non-state actors. Students will also analyze challenges and problems in global governance, and come up with possible solutions to those problems. This course will take a practical, interactive and applied approach to international organization through case-study analysis, presentations, written assignments, and active in-class debates, and game simulations, both in person and online.

In terms of skills, students will be able to identify the main governance challenges of our globalized world, to understand the basic functioning of the network of regional, continental, and global institutions, and to reflect rigorously about policy solutions on a global scale. This course is ideal for those seeking to work for an international organization.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	33.3 %	50.0 hours
Discussions	10.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	6.7 %	10.0 hours
Group work	10.0 %	15.0 hours
Individual studying	40.0 %	60.0 hours
TOTAL	100.0 %	150.0 hours

AI POLICY

The use of Artificial Intelligence to produce writing in this course is **not allowed unless it is otherwise stated by the instructor**. If a student is found to have used AI-generated content for an assignment verbatim without proper acknowledgement, that student might fail the assignment or the course. AI is only allowed for idea generation in preparation for assignments and exams.

The need to incorporate AI tools into learning has to be balanced with the need to continue to acquire and hone the core skills associated with writing and analytic reasoning (brainstorming, research, logic, evidence, argument, and rhetoric). For written assignments such as posts on the discussion board, the group presentation or the policy memo, brainstorming, AI can be used only for initial research and the identification and compilation of key sources. However, AI should be only one of the tools used besides Google Scholar, the Web of Science, Jstor, Proquest, newspaper data bases, etc. Students must also submit a 'log' of any use of AI in their work.

PROGRAM

READINGS FOR THE COURSE

The course textbook is: **Thomas G. Weiss and Rorden Wilkinson. (2018). *International Organization and Global Governance*. 2nd. Routledge. ISBN 9781138236585 (Printed/Electronic).** Classes are based on chapters of the textbook, journal articles, case studies or other materials. The list of readings will be provided by the beginning of the course.

The list of readings is divided into required and recommended ones. Everyone is expected to have done the former in preparation for each session (especially seminars). The latter are generally intended for those more interested in a particular topic, those planning to write a paper on the topic, or those preparing a debate presentation on the topic. The majority of readings consist of articles from major journals in the field (*American Political Science Review, American Journal of Political Science, Foreign Affairs, Foreign Policy, Global Policy, International Organization, International Studies Quarterly, Journal of Conflict Resolution, Review of International Political Economy, The Review of International Organization, The World Economy, World Politics*, etc.), as well as a few online publications, working papers, and unpublished manuscripts available online (some links will be provided). If you cannot access a listed reading you are interested in, please let me know.

Original treaty texts and sources tend to be quite technical and legalistic and are, therefore, not featured in the reading list, but they are certainly recommended especially for the purposes of essay-writing with a focus on specific IOs. In fact, students should familiarize themselves with web-based resources and IO websites (suchas http://www.ecb.int/, http://www.oecd.org, http://www.wto.org, http://www.imf.org, and http://www.worldbank.org). In this course, there is also a strong emphasis on keeping abreast of and critically evaluating current affairs; hence, students are encouraged to consult, cite, and quote material from the International Herald Tribune (http://www.iht.com/), the New York Times (http://www.nytimes.com/), National Public Radio (www.npr.org), the Los Angeles Times (http://www.latimes.com/), The Economist (http://www.economist.com/), the Financial Times (http://news.ft.com/home/), Politico (https://www.politico.com/), Project Syndicate (https://www.project-syndicate.org/), VOXEU (https://voxeu.org/), Monkey Cage (https://www.washingtonpost.com/monkey-cage/) (as well as other mainstream or non- mainstream news sources and blogs). Students are strongly encouraged to follow closely international developments and keep abreast of the responses of major international organizations and their activities, which would enhance your understanding of how these institutions operate.

In light of the positivistic approach of this course, some of the readings will be methodologically rich and heavy. This, of course, does not imply that students will be expected to fully comprehend (or even replicate) the empirics or formal theories employed in these papers. Students will instead have to develop a grasp of the overall research design (in terms of the research question, the testable hypotheses, the identification and empirical operationalization strategy, and the conclusions of the causal inference).

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to International Organization and Global Governance (Lecture/Seminar)

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Competing Theoretical Approaches (Lecture/Seminar)

Book Chapters: International Organization and Global Governance; Introduction 3-13, Chapter 1 "The Emergence of Global Governance" 25-36 (See Bibliography)

Book Chapters: "International Organisations and Institutions"; 2012, Handbook of International Relations. Sage Publications, 326-351 (CED)

Recommended:

- Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation Under Anarchy: Strategies and Institutions," *World Politics* 38(1): 226-254.
- Barnett, Michael N., and Martha Finnemore. 1999. "The Politics, Power, and Pathologies of International Organizations," *International Organization* 53(4): 699-732.
- Botcheva, Liliana, and Lisa L. Martin. 2001. "Institutional Effects on State Behavior: Convergence and Divergence," *International Studies Quarterly* 45(1): 1-26.
- Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2018. *World Politics: Interests, Interactions and Institutions* (4th ed.), New York, NY: W. W. Norton, chs. 1-2.
- Gruber, Lloyd. 2000. *Ruling the World: Power Politics and the Rise of Supranational Institutions* , Princeton, NJ: Princeton University Press, chs. 2-3.
- Hafner-Burton, Emilie M., Jana von Stein, and Erik Gartzke. 2008. "International Organizations Count," *Journal of Conflict Resolution* 52(2): 175-88.
- Keohane, Robert O. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*, Princeton, NJ: Princeton University Press, chs. 1, 6.

- Keohane, Robert O. 1988. “International Institutions: Two Approaches,” *International Studies Quarterly* 32(4): 379-96.
- Keohane, Robert, and Lisa Martin. 1995. “The Promise of Institutionalist Theory,” *International Security* 20(1): 39-51.
- Krasner, Stephen. 1982. "Structural Causes and Regime Consequences: Regimes as Intervening Variables," *International Organization* 36(2): 185-205.
- Mearsheimer, John J. 1994/95. “The False Promise of International Institutions,” *International Security* 19(3): 5-49.
- Mearsheimer, John J. 1995. “A Realist Reply," *International Security* 20(1): 82-93.
- Moravcsik, Andrew. 1993. "Preferences and Power in the European Community: A Liberal Intergovernmentalist Approach," *Journal of Common Market Studies* 31(4): 483-496.
- Oye, Kenneth A. 1985. “Explaining Cooperation Under Anarchy: Hypotheses and Strategies,” *World Politics* 38(1): 1-24.
- Ruggie, John G. 1982. “International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization* 36(2): 379-415.
- Schneider, Christina. 2011. "Weak States and Institutionalized Bargaining Power in International Organizations," *International Studies Quarterly* 55(2): 331-355.
- Snidal, Duncan. 1985. “Coordination versus Prisoners' Dilemma: Implications for International Cooperation and Regimes,” *American Political Science Review* 79(4): 923-942.
- Snidal, Duncan. 1985. “The Limits of Hegemonic Stability Theory,” *International Organization* 39(4): 579-614.
- Snidal, Duncan. 1985. “The Game Theory of International Politics,” *World Politics* 38(1): 25-57.
- Svolik, Milan. 2006. “Lies, Defection, and the Pattern of International Cooperation," *American Journal of Political Science* 50(4): 909-925.

SESSION 3 (ASYNCHRONOUS)

The G7 in the global governance landscape

Practical Case : Climbing the 2021 G7 Summit: A Sherpa’s Perspective (IRE010064-U-ENG-WOD)

Please, familiarize yourselves with the case. More instructions for this session will be provided at the beginning of the course. You will be able to post your responses on a Discussion Board.

SESSIONS 4 - 5 (LIVE IN-PERSON)

The Rational Design and Variable Geometry of International organizations

The Logic of Two- and Three-Level Games (Lecture/Seminar)

Article: The Rational Design of International Institutions (International Organization 55(4): 761-799. 2001) (CED)

Article: Principal-agent Problems in International Organizations (The Review of International Organizations 1(2): 125-138. 2006) (CED)

Article: Diplomacy and Domestic Politics: The Logic of Two-Level Games (International Organization, vol. 42, no. 3, 1988, pp. 427–460) (CED)

Article: Why States Act Through Formal International Organizations (Journal of Conflict Resolution 42(1): 3-32. 1998) (CED)

Recommended:

- Abbott, Kenneth, Robert O. Keohane, Andrew Moravcsik, Ann-Marie Slaughter, and Duncan Snidal. 2000. “The Concept of Legalization,” *International Organization* 54(3): 401-419.
- Baccini, Leonardo, Andreas Dür, and Manfred Elsig. 2013. "Preferential Trade Agreements: Design Matters!" VoxEU, CEPR Policy Portal, Centre for Economic Policy Research.
- Baccini, Leonardo, Andreas Dür, Manfred Elsig. 2015. “The Politics of Trade Agreement Design: Revisiting the Depth–Flexibility Nexus,” *International Studies Quarterly* 59(4): 765-775.
- Copelovitch, Mark S., and Tonya L. Putnam. 2014. “Design in Context: Existing International Agreements and New Cooperation,” *International Organization* 68(2): 471-493.
- Fang, Songying. 2008. “The Informational Role of International Institutions and Domestic Politics,” *American Journal of Political Science* 52(2): 304-321.
- Fang, Songying, and Randall W. Stone. 2012. “International Organizations as Policy Advisors,” *International Organization* 66(4): 537-569.
- Gilligan, Michael J. 2004. "Is There a Broader-Deeper Trade-off in International Multilateral Agreements?" *International Organization* 58(3): 459-484.
- Goldstein, Judith, and Lisa Martin. 2000. “Legalization, Trade Liberalization, and Domestic Politics,” *International Organization* 54(3): 603-632.
- Hafner-Burton, Emilie M., Laurence Helfer, and Christopher J. Fariss, 2011. “Emergency and Escape: Explaining Derogations from Human Rights Treaties,” *International Organization* 65(4): 673-707.
- Hawkins, Darren, David Lake, Daniel Nielson, and Michael Tierney. 2006. *Delegation and Agency in International Organizations*, Cambridge, UK: Cambridge University Press, ch. 1.
- Kahler, Miles. 2000. “Legalization as Strategy: The Asia-Pacific Case,” *International Organization* 54(3): 549-71.
- Konstantinidis, Nikitas, and Karagiannis, Yannis. (2020). “Intrinsic vs. Extrinsic Incentives for Reform: An Informational Mechanism of E(M)U Conditionality,” *Review of International Organizations* 15: 601-632.
- Koremenos, Barbara. 2001. “Loosening the Ties that Bind: A Learning Model of Agreement Flexibility,” *International Organization* 55(2): 289-325.
- Kucik, Jeffrey, and Eric Reinhardt. 2008. “Does Flexibility Promote Cooperation? An Application to the Global Trade Regime,” *International Organization* 62(3): 477-505.
- Maggi, Giovanni, and Massimo Morelli. 2006. “Self-Enforcing Voting in International Organisations,” *American Economic Review* 96(4): 1137-58.
- Pelc, Krzysztof. 2009. “Seeking Escape: The Use of Escape Clauses in International Trade Agreements,” *International Studies Quarterly* 53(2): 349-368.
- Rosendorff, Peter, and Helen Milner. 2001. “The Optimal Design of International Trade Institutions: Uncertainty and Escape,” *International Organization* 55(4): 829-857.
- Thompson, Alexander, and Daniel Verdier. 2014. “Multilateralism, Bilateralism and Institutional Design,” *International Studies Quarterly* 58(1): 15-28.
- Vabulas, Felicity, and Duncan Snidal. 2013. “Organization without Delegation: Informal Intergovernmental organizations (IIGOs) and the Spectrum of Intergovernmental Arrangements,” *The Review of International Organizations* 8(2): 193-220.
- Verdier, Daniel. 2008. “Multilateralism, Bilateralism, and Exclusion in the Nuclear Proliferation

Regime," *International Organization* 62(2): 439–76.

- Waylen, Georgina. 2014. "Informal Institutions, Institutional Change, and Gender Equality," *Political Research Quarterly* 67(1): 212-223.
- Wendt, Alexander. 2011. "Driving with the Rearview Mirror: On the Rational Science of Institutional Design," *International Organization* 55(4): 1019-1049.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Interactive Simulation: The Tragedy of the Commons in Space and Cyber Affairs

In this interactive simulation, students will learn how to manage multiple collective action problems related to space and cyber affairs simultaneously. Students will be grouped into teams that represent different countries. The goal of the game is to maximize your country's space and cyber capabilities. However, a number of problems will arise which will give players strong reason to try to work together as opposed to go it alone.

The first key challenge is that while countries can benefit by launching space stations into orbit, if space gets too crowded with space stations, collisions are likely to occur. If enough collisions happen, this could set off a chain reaction of more collisions that ultimately makes space unusable. Thus, countries have strong reason to make sure that they collectively use space in a sustainable way.A second challenge involves technological advancement. Countries can acquire certain technologies that enhance their space and cyber power by investing in research. However, it is also possible to obtain technologies through cooperative technology sharing or adversarial cyber attacks. How players end up distributing the costs of technological advancement is a key aspect of the game.Lastly, cyber attacks provide countries with opportunities to weaken their potential rivals, which create many chances for conflict throughout the game. The dynamics of this challenge also change when countries acquire technologies that can anonymize their cyber attacks.

The game has many possible outcomes, depending on what strategies the players decide to adopt. It is meant to illustrate the contingency of human interaction, as well as to give students a chance to engage with the cooperative/competitive nature of complex social processes.

Games & Simulations: Facing New Challenges in Space & Cyber Affairs: SpaceGov (IRE090056-U-ENG-HTM)

SESSION 8 (ASYNCHRONOUS)

Case-study

Practical Case: The Greek Crisis: Tragedy or Opportunity (711088-PDF-ENG)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Regional Organizations and Regional Integration (Lecture/Seminar)

Book Chapters: The Logic of Regional Integration: Europe and Beyond: Cambridge, UK: Cambridge University Press, chs. 2-3. 1999 (CED)
Book Chapters: "International Organization and Global Governance": Chapter 18 "Regional Governance and Regional Organizations" 250-267, Chapter 19 "The European Union" 268-282 (CED)
Article: Enhancing Global Governance through Regional Integration (Global Governance 12(3): 233–40. 2006) (CED)
Recommended:

- Alesina, Alberto, Ignazio Angeloni, and Federico Etro. 2005. "International Unions," *American Economic Review,* 95(3): 602-615.
- Baldwin, Richard. E. 2006. “Multilateralising Regionalism: Spaghetti Bowls as Building Blocs on the Path to Global Free Trade,” *World Economy* 29(11): 1451-1518.
- Baldwin, Richard E. 1993. “A Domino Theory of Regionalism,” NBER Working Paper No. 4465.
- Bhagwati, Jagdish. 1992. “Regionalism Versus Multilateralism,” *World Economy* 15(5): 535-555.
- Copelovitch, Mark, Jeffry A. Frieden, and Stephanie Walter. 2016. “The Political Economy of the Euro Crisis,” *Comparative Political Studies* 49(7): 811-840.
- De Grauwe, Paul. 2011. “Governance of a Fragile Eurozone,” CEPS Working Document No. 346, Centre for European Policy Studies (CEPS), Brussels, May.
- De Grauwe, Paul. 2012. *Economics of Monetary Union*. Oxford: Oxford University Press, 9th ed.
- Frieden, Jeffry A., and Stefanie Walter. 2017. “Understanding the Political Economy of the Eurozone Crisis,” *Annual Review of Political Science* 20(1): 371-390.
- Konstantinidis, Nikitas. 2008. "Gradualism and Uncertainty in International Union Formation: The European Community’s First Enlargement," *The Review of International Organizations* 3(4): 399-433.
- Konstantinidis, Nikitas. 2015. "On the Political Geometry of International Unions: A Coalition-theoretic Approach," *Research in Economics* 69(3): 453-473.
- Karagiannis, Yannis, and Nikitas Konstantinidis. 2015. "On the Conditional Success of International Conditionality Policies (With Evidence from Greece and Spain During the Eurozone Crisis)," *Global Policy* 6(3): 212-221.
- Konstantinidis, Nikitas, and Ruben Treurniet. 2018. "The Economic and Monetary Union and Accountability: The ‘Globalization Trilemma’," In: Nikolaos Zahariadis and Laurie Buonanno (eds.), *The Routledge Handbook of European Public Policy*, London: Routledge.
- Mansfield, Edward, and Helen V. Milner. 1999. “The New Wave of Regionalism,” *International Organization* 53(3): 589-627.
- Mansfield, Edward D. and Eric Reinhardt. 2003. “Multilateral Determinants of Regionalism: The Effects of GATT/WTO on the Formation of Preferential Trading Arrangements,” *International Organization* 57(4): 829-862.
- Winters, L. Alan. 1996. “Regionalism versus Multilateralism,” World Bank Policy Research Paper 1687.

SESSION 11 (ASYNCHRONOUS)

Case-study

Materials will be provided on Blackboard in advance together with instructions for this NCL assignment.

SESSIONS 12 - 13 (LIVE IN-PERSON)

Non-state Actors in Global Governance: Global Corporations, Civil society, NGOs, Think Tanks, Global Philanthropy (Lecture/Seminar)

Book Chapters: International Organization and Global Governance: Chapter 24 "Global Corporations" (341-350), Chapter 25 "Civil Society & NGOs" (351-364), Chapter 28 "Think-tanks and Global Policy Networks" (391-407), Chapter 29 "Global Philanthropy" (408-422) (See Bibliography)
Article: The Idea of Global Civil Society (International Affairs 79 (3): 583–93. 2003) (CED)
Article: Transnational corporations and global governance (Review of Sociology, 2018) (CED)

Recommended:

- Carpenter, R. Charli. 2007. "Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks," *International Studies Quarterly* 51(1): 99-120.
- Cooley, Alexander, and James Ron. 2002. "The NGO Scramble," *International Security*, 27(1): 5-39.
- Ingram, Paul, Jeffrey Robinson, and Marc L. Busch. 2005. "The Intergovernmental Network of World Trade: IGO Connectedness, Governance, and Embeddedness," *American Journal of Sociology* 111(3): 824-858.
- Karns, Margaret P., and Karen A. Mingst. 2015. *International Organizations*. The Politics and Processes of Global Governance (Chapter 6, "Nonstate Actors: NGOs, Networks, and Social Movements").
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*, Ithaca, NY: Cornell University Press, chs.1,3.
- Kim, Dongwood. 2013 "International Nongovernmental Organizations and the Global Diffusion of National Human Rights Institutions," *International Organization* 67(3): 505–539.
- Murdie, Amanda, and Alexander Hicks. 2013. "Can International Nongovernmental Organizations Boost Government Services? The Case of Health," *International Organization* 67(3): 541-573.
- Murdie, Amanda, and Dursun Peksen. 2014. "The Impact of Human Rights INGO Shaming on Humanitarian Interventions," *Journal of Politics* 76(1): 215-228.
- Murdie, Amanda. 2014. "The Ties that Bind: A Network Analysis of Human Rights International Nongovernmental Organizations," *British Journal of Political Science* 44(1): 1-27.
- Price, Richard M. 2003. "Transnational Civil Society and Advocacy in World Politics," World Politics 55(4): 579-606.
- Price, Richard. 1998. "Reversing the Gun Sights: Transnational Civil Society Targets Land Mines," *International Organization* 52(3): 613-644.
- Risse-Kappen, Thomas. 1995. "Bringing Transnational Relations Back In: Introduction" In: Thomas Risse-Kappen (ed.), *Bringing Transnational Relations Back In: Non-state Actors, Domestic Structures and International Institutions*, Cambridge, UK: Cambridge University Press.
- Scholte, Jan A. 2004. "Civil Society and Democratically Accountable Global Governance," *Government and Opposition* 39(2): 211-233.

SESSION 14 (LIVE IN-PERSON)

Environmental Institutions, Climate Change, and Transnational Governance (Lecture)

Article: Transnational Actors and Transnational Governance in Global Environmental Politics (Annual Review of Political Science 23(1): 203-220. 2020) (CED)

Article: The Regime Complex for Climate Change (Perspectives on Politics 9(1): 7-23. 2011) (CED)
Book Chapters: International Organization and Global Governance: Chapter 45 "Global Environmental Governance" 630-642 (See Bibliography)

Recommended:

- Bernauer, Thomas. 1995. "The Effect of International Environmental Institutions: How We Might Learn More," *International Organization* 49(2): 351-77.
- Betsill, Michele M., and Harriet Bulkeley. 2004. "Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program," *International Studies Quarterly* 48(2): 471–93.
- Eilstrup-Sangiovanni, Mette, and Teale Phelps-Bondarof. 2014. "From Advocacy to Confrontation. Direct Enforcement by Environmental NGO," *International Studies Quarterly* 58(2): 348-361.
- Falkner, Robert, Hannes Stephan, and John Vogler. 2010. "International Climate Policy after Copenhagen: Towards a 'Building Blocks' Approach," *Global Policy* 1(3): 252-262.
- Hale, Thomas, David Held, and Kevin Young. 2013. *Gridlock: Why Global Cooperation is Failing when We Need It Most,* Polity.
- Hardin, Garrett. 1968. "The Tragedy of the Commons," *Science* 162: 1243-48.
- Keohane, Robert O., and Kal Raustiala. 2009. "Toward a Post-Kyoto Climate Change Architecture: A Political Analysis," In: *Post-Kyoto International Climate Policy: Implementing Architectures for Agreement*, Cambridge, UK: Cambridge University Press.
- Raustiala, Kal. 1997. "States, NGOs, and International Environmental Institutions," *International Studies Quarterly* 41(4): 719-740.
- Victor, David. 2004. "Crisis and Opportunity,", In: *The Collapse of the Kyoto Protocol and the Struggle to Slow Global Warming*, Princeton, NJ: Princeton University Press, pp. 3-24.
- Urpelainen, Johannes. 2010. "Enforcing International Environmental Cooperation: Technological Standards Can Help," *The Review of International Organizations* 5(4): 475-496.

SESSION 15 (LIVE IN-PERSON)

Midterm Exam

The midterm exam will take place in a close-book, 80-minute, multiple-choice format on topics covered during the first half of the course. Detailed instructions will be provided in advance.

SESSION 16 (ASYNCHRONOUS)

Case: The International Monetary Fund - IMF conditionality

Working Paper: Making the Global Financial System Work for All (G20, EPG)
Article: David Lipton The Future of Bretton Woods (July 16, 2019; IMF)
Other / Complementary Documentation: Monitor (IMF)

SESSIONS 17 - 18 (LIVE IN-PERSON)

Global Financial and Development Governance: The International Monetary Fund (IMF) and the World Bank (WB) (Lecture/Discussion)

Article: The Scope of IMF Conditionality (International Organization 62(4): 589-620. 2008) (CED)

Book Chapters: The Globalizers: The IMF, the World Bank, and their Borrowers: chs. 1, 7. Cornell University Press, 2006 (See Bibliography)
Book Chapters: International Organization and Global Governance: Chapter 42 "Global Financial Governance" (591-602), Chapter 44 "Global Development Governance" (616-629) (See Bibliography)
Other / Complementary Documentation: International Monetary Fund (imf.org)
Other / Complementary Documentation: World Bank (worldbank.org)

Recommended:

- Ban, Cornel. 2015. "Austerity versus Stimulus? Understanding Fiscal Policy Change at the International Monetary Fund since the Great Recession," Governance 28(2): 167-183.
- Bird, Graham. 1996. "The International Monetary Fund and Developing Countries: A Review of the Evidence and Policy Options," International Organization 50(3): 477-511.
- Bird, Graham. 2001. "IMF Programs: Do They Work? Can They Be Made to Work Better?" World Development 29(11): 1849-1865.
- Copelovitch, Mark. 2010. "Master or Servant? Common Agency and the Political Economy of IMF Lending," International Studies Quarterly 54(1): 49-77.
- Copelovitch, Mark. 2010. The International Monetary Fund in the Global Economy: Banks, Bonds, and Bailouts, Cambridge, UK: Cambridge University Press.
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- Vreeland, James R. 2007. The International Monetary Fund, London, UK: Routledge.

SESSION 19 (ASYNCHRONOUS)

Simulation: WTO Doha Round negotiations - Joint Ministerial Decision

Article: The WTO on Trial (Foreign Affairs 82(1): 130-140. 2003) (CED)
Article: Is WTO Dispute Settlement Effective? (Global Governance 10(2): 207-225. 2004) (CED)
Article: Stability and Rigidity: Politics and the Design of the WTO's Dispute Resolution Procedure (American Political Science Review 99(3): 389-400. 2005) (CED)

SESSIONS 20 - 21 (LIVE IN-PERSON)

Economic Trade Governance: The World Trade Organization (WTO) (Lecture/(Negotiations Simulation)

Article: What You Should Know About Globalization and the World Trade Organization (Review of International Economics, 10: 404-423. 2002) (CED)
Article: Institutions in International Relations: Understanding the Effects of GATT and the WTO on World Trade (International Organization 61(1): 37-67. 2007) (CED)
Book Chapters: International Organization and Global Governance: Chapter 43 "Global Trade Governance" 603-615 (See Bibliography)
Other / Complementary Documentation: World Trade Organization (wto.org)
Article: Hurd, I. (2002) "Legitimacy, Power, and the Symbolic Life of the UN Security Council" (Global Governance, 8(1), pp. 35–51) (CED)

Recommended:

- Bown, Chad P. 2005. "Developing Countries as Plaintiffs and Defendants in GATT/WTO Trade Disputes," *World Economy* 27(1): 59-80.
- Davis, Christina. 2005. *Food Fights over Free Trade*. Princeton, NJ: Princeton University Press.
- Elsig, Manfred. 2011. "Principal–agent Theory and the World Trade Organization: Complex Agency and 'Missing Delegation'," *European Journal of International Relations* 17(3): 495-517.
- Guzman, Andrew, and Beth A. Simmons. 2002. "To Settle or Empanel? An Empirical Analysis of Litigation and Settlement at the World Trade Organization," *Journal of Legal Studies* 36: S205-S235.
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- Woolcock, Stephen. 2013. “Getting Past the WTO Deadlock: The Plurilateral Option,” European University Institute RSCAS PP; 2013/08.

SESSION 22 (ASYNCHRONOUS)

Case-study: The United Nations Security Council (UNSC)

Book Chapters: International Organization and Global Governance: Chapter 32 "The UN Security Council and Peace Operations” (455-470), Chapter 38 "Humanitarian Intervention and R2P” (534-545) (See Bibliography)

SESSIONS 23 - 24 (LIVE IN-PERSON)

The United Nations (UN) System (Lecture/Seminar)

Multimedia Material: Video: United to Reform (United Nations)
Article: Reforming the United Nations (The Brown Journal of World Affairs 14(2): 11-21. 2008) (CED)
Article: Why the Security Council Failed (Foreign Affairs 82, no. 3 (2003): 16–34) (CED)
Book Chapters: International Organization and Global Governance: Chapter 16 “The UN System” (223-235), Chapter 17 "The UN General Assembly” (236-249) (See Bibliography)
Article: How to Fix the United Nations (2016, Foreign Policy) (CED)
Recommended:

- Diehl, Paul, Jennifer Reifschneider, and Paul R. Hensel. 1996. “United Nations Intervention and Recurring Conflict,” *International Organization* 50(4): 683-700.
- Hurd, Ian. 2002. “Legitimacy, Power, and the Symbolic Life of the UN Security Council,” *Global Governance* 8(1): 35-51.
- Kuziemko, Ilyana, and Eric Werker. 2006. “How Much is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations,” *Journal of Political Economy* 114(5): 905-930.
- Lake, David. 2001. "Beyond Anarchy: The Importance of Security Institutions," *International Security* 26(1): 129-160.
- Morris, Justin, and Nicholas J. Wheeler. 2007. "The Security Council's Crisis of Legitimacy and the Use of Force," *International Politics* 44(214231): 214 231.
- Thompson, Alex. 2006. “Coercion Through IOs: The Security Council and the Logic of Information Transmission,” *International Organization* 61(1): 1-34.
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SESSIONS 25 - 26 (LIVE IN-PERSON)

The Backlash Against Globalization (Lecture/Discussion)

The future of multilateral cooperation (Guest Speaker/ Discussion)

Book Chapters: The Backlash Against Globalization and the Future of the International Economic Order (Patrick Diamond (ed.), The Crisis of Globalization: Democracy, Capitalism, and Inequality in the 21st Century, I.B. Tauris. 2019) (CED)
Article: Hello, Goodbye: When Do States Withdraw from International Organizations? (The Review of International Organization 14: 335-366. 2019) (CED)
Working Paper: Transforming Global Governance for the 21st Century (Occasional Paper 2013/09) (UNDP)
Article: A Renewed World Organization for the 21st Century (July 2018, Democracy Without Borders)
Article: The Resurgent Idea of World Government (Ethics & International Affairs 22(2): 133–42. 2008) (CED)
Article: Global Governance and Future Challenges (Columbia University's second annual Global Thought lecture, 02 May 2014) (Oxford Martin School)
Article: The G20 at a Crossroads: The Future of Global Governance (May 30, 2018; G20 Insights)
Working Paper: The Future of the G20 and its Place in Global Governance (G20 Papers | No. 5, April 2011) (CIGI)
Multimedia Material: Video: Why we need to rethink global governance (World Economic Forum)
Recommended:

- Bearce, David H., and Brandy J. Jolliff Scott. 2019. "Popular Non-support for International Organizations: How Extensive and What Does This Represent?" *The Review of International Organizations* 14(2): 187-216.
- Bisbee, James, Layna Mosley, Thomas B. Pepinsky, and Peter B. Rosendorff. 2020. "Decompensating Domestically: The Political Economy of Anti-globalism," *Journal of European Public Policy* 27(7): 1090-1102.
- Copelovitch, Mark, and Jon C. W. Pevehouse. 2019. "International Organizations in a New Era of Populist Nationalism." *The Review of International Organizations* 14(2): 169-186.
- Copelovitch, Mark, Sara B. Hobolt, and Stefanie Walter. 2020. "Challenges to the Contemporary Global Order: Cause for Pessimism or Optimism?" *Journal of European Public Policy* 27(7): 1114-1125.
- De Witte, Bruno. 2017. "The Future of Variable Geometry in a Post-Brexit European Union," *Maastricht Journal of European and Comparative Law* 24(2): 153-157.
- Eilstrup-Sangiovanni, Mette. 2020. "Death of International Organizations: The Organizational Ecology of Intergovernmental Organizations, 1815–2015," *The Review of International Organizations* 15: 339-370.

- Eilstrup-Sangiovanni Mette. 2020. "What Kills International Organisations? When and Why International Organisations Terminate," *European Journal of International Relations*.
- Ferguson, Niall. 2016. "Populism as a Backlash against Globalization - Historical Perspectives".
- Gray, Julia. 2018. "Life, Death, or Zombie? The Vitality of International Organizations," *International Studies Quarterly* 62(1): 1-13.
- Walter, Stefanie (forthcoming). "The Backlash against Globalization," *Annual Review of Political Science*.

SESSIONS 27 - 28 (LIVE IN-PERSON)

Group presentations: Fix this IO/RO

Students should choose an international organization (IO) (e.g. ICAO or IMO, ICC, ILO, IOM, OSCE, WHO) or a regional organization (RO) (e.g. African Union, Arab League, ASEAN, MERCOSUR, NATO, OECD, OPEC) not covered in class and prepare a 15-minute group presentation addressing the following aspects:

- Historical background, institutional design, and policy mandate of the IO/RO
- A current policy challenge that the IO/RO is confronted with
- Potential solutions for the institution and political feasibility
- Future outlook

SESSION 29 (LIVE IN-PERSON)

Group presentations: Fix this IO/RO

Students should choose an international organization (IO) (e.g. ICAO or IMO, ICC, ILO, IOM, OSCE, WHO) or a regional organization (RO) (e.g. African Union, Arab League, ASEAN, MERCOSUR, NATO, OECD, OPEC) not covered in class and prepare a 15-minute group presentation addressing the following aspects:

- Historical background, institutional design, and policy mandate of the IO/ROA current policy challenge that the IO/RO is confronted with
  Potential solutions for the institution and political feasibility
  Future outlook

SESSION 30 (LIVE IN-PERSON)

Final Exam

The final exam will be in an 80-minute, close-book, multiple-choice format. Detailed instructions will be provided in advance.

EVALUATION CRITERIA

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

A. CLASS PARTICIPATION (10%)

Your class participation will be evaluated on the basis of your oral and written contributions to (synchronous and asynchronous) discussions, exercises, and case studies. Besides oral participation in in-class discussions, you are encouraged to use Twitter and the Discussion Board as media of written expression and communication. Three main criteria will be used in reaching judgment about your class participation:

- Depth and quality of contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- Moving your peers' understanding forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

  Students are encouraged to express their opinions openly, respectfully, and enthusiastically in class. Being a bit shy is only natural and tends to disappear when people feel comfortable in a friendly environment. After all, your participation in class is also an opportunity to hone your interpersonal, presentation, and debating skills, which would prove valuable in your future life.

The class participation component of the grade will depend on actual contributions to class discussion. Depth, quality, and frequency of your contributions will contribute very positively to your final grade. A top grade will be attributed to students who express their opinion in a logically consistent manner, supported by evidence, and showing that the mandatory readings were done.

Active participation in class exercises, the final debate and engagement with the guest speaker(s) will also contribute to your participation grade. Students are encouraged to make full use of these options.

B. GROUP PRESENTATIONS & POLICY BRIEFS (MEMOS) (30%)

You will be asked to prepare a group presentation and submit a group memo (of 1,000 words +/- 10%) on an IO/RO not covered in class and the challenges it faces.

1. A group presentation (15%)

At the beginning of the term students should choose an international/regional organization and a potential challenge facing the institution. Students should prepare and deliver a 15-minute presentation in teams addressing the following:

- Background of the International Organization,
- Assessment of the governance structure and the organization`s activities,
- Challenge facing the institution,
- Key policy recommendations to the leadership of the institution,
- Future outlook for this institution.

Each presentation will be followed by a brief discussion.

2. A policy brief (memo) related to the topic of the presentation (15%)

Objective: The memo should focus on addressing a particular challenge that the IO/RO is faced with. Students should conduct desk research, compare distinct arguments, support the argument that the they consider to be most compelling (more logical, better supported by empirical evidence, or both), and formulate recommendations to the management of this organization. This assignment will improve students' ability to critically examine arguments, to support a given one with evidence, and to derive policy advice from it.

- Length: 1,000 words +/- 10%, not including tables and bibliography.
- Reference system: Harvard, Chicago or, APA (http://www.citethisforme.com/).
- Format: Times New Roman size 12; 1,5 paragraph space; include student name, number, and course name on the right hand corner of the first page.
- Plagiarism: Plagiarism is obviously prohibited and subject to IEU disciplinary rules. Papers are submitted through Turnitin and plagiarism is assessed according to its criteria (see https://www.turnitin.com/solutions/plagiarism-prevention).
- Submission deadline: The policy memo is to be submitted within two weeks following the group presentation.

C. MIDTERM EXAM (20%)

The midterm exam will take place in a close-book, 80-minute, multiple-choice format on topics covered during the first half of the course. Detailed instructions will be provided in advance.

D. FINAL ESSAY (40%)

The final exam will take place in a close-book, 80-minute multiple-choice format on topics covered during the second half of the course. Detailed instructions will be provided in advance.

GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade

Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend 100% of the sessions. Students who do not attend 80% of the sessions will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today´s world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the Agenda 2030 and builds upon the Sustainable Development Goals (SDGs) with a special focus on SDG 1, 2, 7, 8, 10, 11, 13, 16, and 17. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

criteria	percentage	Learning Objectives	Comments
Class participation	10 %		Contributions to synchronous and asynchronous assignments
Group presentation	15 %		Group presentation on an IO/RO not covered in class

Group memo	15 %		Group memo on an IO/RO not covered in class
Midterm exam	20 %		Midterm exam
Final exam	40 %		Final exam

** RE-SIT / RE-TAKE POLICY **

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.

*(e.g. when presenting group work, sitting for examinations or other work done in class)

- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

PLAGIARISM / ACADEMIC HONESTY:

Plagiarism is the dishonest act of presenting another person’s ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor’s permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

USE OF ARTIFICIAL INTELLIGENCE:

The use of Artificial Intelligence to produce writing in this course is not allowed **unless it is otherwise stated by the instructor**. If a student is found to have used AI-generated content for an assignment without proper acknowledgement, that student might fail the assignment or the course.

The need to incorporate AI tools into learning has to be balanced with the need to continue to acquire and hone the core skills associated with writing and analytic reasoning (brainstorming, research, logic, evidence, argument, and rhetoric). For written assignments such as posts on the discussion board, the policy memo or the final essay, brainstorming, initial research, and the compilation of key sources can be aided by AI. However, AI should be only one of the tools used besides Google Scholar, Jstor, Proquest, newspaper data bases, etc. Students must also submit a 'log' of any use of AI in their work.

BIBLIOGRAPHY

Compulsory

- Weiss, Thomas G., and Rorden Wilkinson. (2018). *International Organization and Global Governance.* 2nd. Routledge. ISBN 9781138236585 (Printed)

Recommended

- World Politics: Interests, Interactions and Institutions. (2018). *Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz.* ISBN 9780393689 (Digital)

null

- Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles. (2015). *International Organizations: The Politics and Processes of Global Governance.* ISBN 9781626371514 (Printed)

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- Ngaire Woods. (2006). *The globalizers : the IMF, the World Bank, and their borrowers.* Cornell University Press. ISBN 9780801456015 (Digital)

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BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

The programfully supports the professor in enforcing any rulesand policies.

- Be aware that the IE University code of conduct specifically states that, "The use of laptops during lectures must be authorized by the professor".
- It is thestudents' responsibility to fully read and understand thecode of conduct,attendance,andethicspolicies of this university.
- Students breaking these rules and policies face disciplinary action.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

> Please do not contact your professor about attendance apart from notifying them out of courtesy, **all attendance related inquiries should be directed to the program office** (bir.biemadrid@ie.eduorbir.biesegovia@ie.edu).

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

> For help with academic writing contact the Writing Center at writingcenter@faculty.ie.edu