
INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE



Source: Public Twitter profiles

About This Course

Intergovernmental organizations, defined as formal bureaucracies created by states to achieve collectively defined objectives or manage particular issues of intergovernmental and transnational significance, have become permanent fixtures of and significant actors in international relations. According to the Yearbook of International Organizations, there are currently 265 intergovernmental organizations in the world. These include universal membership organizations such as the United Nations (UN), the International Criminal Court (ICC), the World Health Organization (WHO), and the World Trade Organization (WTO). There are also transregional/intercontinental organizations such as NATO and the Arctic Council, as well as regional and sub-regional organizations such as the African Union (AU), the Economic Community of West African States (ECOWAS), and the Association of Southeast Asian Nations (ASEAN). Some of these organizations are purpose-driven (i.e., OPEC), while others are diverse in scope and purpose (i.e., UN)

This course is a survey of International Organizations (IOs), including what is even meant by the concept of International Organization. The design of this class is to focus on IOs as *sites of politics*, specifically the politics of: cooperation, collective action and contention. This means that IOs are both physical entities that meet specific criteria of membership and regulation (which we will discuss). Still, they are also situated at the intersection of states, transnational and domestic actors attempting to meet specific objectives. We will examine international organizations using a macro-approach to consider and assess the contributions and shortcomings of international organizations in managing international relations and global governance.

Thematically, this course engages with international organizations in two ways. First, we will examine how IOs fit conceptually and theoretically into the study of international relations and global governance. Here, we will consider the structure and operations of various organizations. Second, we will examine IOs and Global Governance as a process. We will look at the performance of IOs in five thematic areas: peace and security, the environment, international economy, human rights, and human development.

Student Learning Outcomes

By participating in this course, students will be able to:

1. Articulate the history and evolution of international organizations since WWII.
2. Engage with critical frameworks to interrogate and analyze international organizations as sites of politics and process
3. Interpret the role of international organizations in terms of the current theories of international relations.
4. Reflect and write informed, evidence-based analysis on how political conflict can, and cannot be, lessened by the reliance on international organizations with independent research from scholarly journals and available primary sources,

Basic Information

3 credits. Meets MWF:
11:15-12:10

Ladd Hall 206

Email:
ebalogun@skidmore.edu

Office: Ladd Hall 317

Student Hours: MW 2:30-
3:30 PM and by
appointment:
[Calendly.com/ebalogun17](https://calendly.com/ebalogun17)

Required Texts

International Organizations: the Politics and Processes of Global Governance

Author: Margaret Karns and Karen Mingst
Publisher: Lynne Rienner
Edition: 3rd
ISBN: 978-1-62637-151-4

Rules for the World: International Organizations in Global Politics

Author: Michael Barnett and Martha Finnemore

Publisher: Cornell University Press
ISBN: 0-8014-8823-0

Grading Criteria

SESSION LEADERSHIP- 50 POINTS

Students will be responsible for leading the first classroom session of the week, starting in Week 4. As session leader, it is the student's job to present the main ideas and concepts for that week's readings and lead the classroom discussion on said topic. The student's responsibility is to generate questions, field questions from other students, and provide an analytical exposition of a theme or concept from the readings.

Students will have 15-20 minutes to present an analytical response to the readings. The presentation may be visual (i.e., students can use PowerPoint) or whatever style presentation they desire. Session leaders are NOT to present summaries of the readings or merely just read from a paper. Informally, students will help guide the in-class discussion. This activity aims to allow students ownership of their learning experience and provide students with many opportunities to engage closely with the course material while also engaging closely with their peers. We will discuss what constitutes a "good discussion leader" during week 3 in class. To aid in your preparation:

- On September 15, students will sign up for the week they want to be session leaders.
- Session leaders are to generate 3-5 questions that they will use to fuel discussion, along with a summary of their presentation plan NO LATER THAN Friday 11:59 PM, via email, the week before their presentation. For example, if a student presents during Week 4, they are to email their questions by Friday night of Week 3. This requires students to do the readings ahead of time. I will review the questions and provide feedback/revisions by Friday evening. Students are also strongly encouraged to attend office hours or arrange to speak with me before their presentations.
- Students will be assessed based on their preparedness, organization, clarity, and content. Students will be provided an oral communication rubric at the beginning of the semester that outlines how students will be graded.
- Students must write a Think Piece for the week as session leaders (more on Think Pieces below).

Think Piece Assignment- 100 POINTS

Due Dates: Fridays at 11:59 PM via theSpring

You are required to submit 4 "Think Pieces" (800-1000 words) throughout the semester. Think Piece #1 and #2 must be submitted before Week 8 (by 10/29 at 11:59 PM). Think pieces should not summarize the readings, but it should

Grade Breakdown

SESSION LEADERSHIP	50 PTS
THINK PIECES	100 PTS
CASE STUDY	150 PTS
INSTITUTIONAL DESIGN PAPER	200 PTS
TOTAL	500 POINTS

be clear from the paper that the course materials were read. Each think piece should: (1) include a thesis statement in the first paragraph, (2) analyze the argument, evidence, methods or implications of the readings for the week and (3) connect the reading with at least one, a current event, or political phenomenon related to international organizations. Submit each think piece by clicking on the assignment in the Weekly Assignments content folder in Canvas. Each think piece is graded on a scale of 20 points.

A think piece is not merely an opinion-piece. It is a forward-facing piece of writing that provokes ideas and discussion. It is not a narrative of practice but a persuasive presentation of key concepts. The author's critical position is clearly defined. A well-written think piece can analyze, inform and critique.

Think pieces do not ramble. They are lucid and short. The brevity of the think piece supports the time-starved. This assignment will help you develop the skill of sharing your perspective on critical issues, or bring debates from discussion seminars or conference presentations to a broader audience.

CASE STUDY-150 POINTS

Students will apply concepts and ideas from the readings and course discussion to a problem-based case study, related to peace and security. The case study will take place during class and students will work in groups to provide solutions to the problems presented in the case.

Students will be graded as such, with more details on each assignment to come closer to the start of the case study:

- **Group grade**
 - Students will work together to come to a collective solution on how to resolve the case study. Students will be asked to draft a resolution and give a brief 7 minute presentation outlining how they came to their solution (during class).

- **Individual grade**
 - Case Study discussion prompt: Students will write a 3-5 page response to the case study and its connection to larger questions in the course.

 - Reflection: At the end of the case study, in class, students will write a one-page reflection on the case study, including their experience with their group, how they feel the case study went, and their assessment of the practicality of the case study.

IO Institutional Design Research Paper-200 POINTS

Students will select one intergovernmental organization (with approval by the professor). Given the class size and the amount of organizations to choose from, I will not allow duplicate organizations. I urge students to look for lesser known organizations to expand their horizons.

Each student will identify an issue area in the scope of their organization, study the institutional design of their organization, and conduct research that provides an analysis of how their organization's institutional design impacts its ability to manage said issue. Students will provide a brief organizational biography

(descriptive) and also an analysis on the activities of the IO. Students will make an argument for why a country should engage with the organization. Students will address the added value of their organization, its strengths, weaknesses and inefficiencies, and an analysis of the relationship between the organization and its member states, among other issues students may uncover.

The goal of this assignment is two-fold. First it is to allow the student to engage in self-directed research and to improve their analytical and critical thinking skills. Second, since we are examining IOs in a broader level throughout the course, this assignment allows each student to gain intimate knowledge about an IO of their interest.

- Organization Approval (10 points)-September 20: Students will notify professor of IO choice in

KEY DATES

- Justification Statement/Topic Idea (20 points)-October 8: This statement outlines why the student chose to write about their IO and provides a summary of what they will address in the paper. Statements must be no more than 300 words and must include a research question, a thesis statement, a summary of the importance of the topic, and how the paper will proceed.
- Descriptive Institutional Profile (30 points): Due October 22: Profile should be no more than 2 pages, double spaced. Students will summarize basic biographical information of their IO (e.g. location of headquarters, date of origin, membership, organizational structure, primary functions, main programs, etc.). Do NOT rely on Wikipedia! You must use information from the organization's actual website, their treaty/charter, and other academic sources. Please use proper citations (citations do not count in page count). You may write basic information in bullet form, however information about the organizational structure, functions, etc. you must write in narrative form.
- Annotated Bibliography (35 Points)-November 5: Provide a list of at least 15 properly cited academic sources (journal articles, book, appropriate websites, etc.) and write 2-3 sentences highlighting why the source is useful to your argument.

- First Draft (45 Points): Due November 22: Submit a first draft of your paper. The paper should be 15 pages, double spaced, 12 font. We will have time in class to discuss paper organization prior to the first draft. Also, please see the resources on WorldClassRoom for more tips on paper organization and requirements. After first drafts are submitted, we will also have one or two class sessions dedicated to peer workshops
- Final Draft (60 Points): Due Rolling Submissions until December 10: Students are welcome to submit their final papers any time after the first round of revisions from the professor and revisions from the peer workshops. No papers will be accepted after this date.

GRADE BREAKDOWN

Grade	Interval	Grade	Interval
A	470 and above	D+	335 to 349 pts
A-	450 to 469 pts	D	320 to 334 pts
B+	435 to 449 pts	D-	300 to 319 pts
B	420 to 434 pts	F	Below 299
B-	400 to 419 pts		
C+	385 to 399 pts		
C	370 to 384 pts		
C-	350 to 369 pts		

Date	Topic & Reading	What's Due
Week 1: 9/8-9/10	Course and Class Introductions	
Week 2: 9/13-9/17	Topic: IO and Global Governance Overview Readings: KMS: pp.1-41 Duffield, John. 2007. "What Are International Institutions?" International Studies Review 9(1): 1-22.	
Week 3: 9/20-9/24	Topic: IR Theory and IOs: Readings KMS:	

Date	Topic & Reading	What's Due
	<p>Chapter 2 43-75</p> <p>Barnett and Finnemore: Chapter 1</p> <p>(Pick 1 of 2)</p> <p>Mearsheimer, John. 1994. "The False Promise of International Institutions." <i>International Security</i> 19(3): 5-49.</p> <p>Finnemore, Martha. 1993. "International organizations as teachers of norms: the United Nations Educational, Scientific, and Cultural Organization and science policy." <i>International Organization</i>: 565-597.</p>	
<p>Week 4: 9/27- 10/1</p>	<p>Topic: Institutional Design</p> <p>Readings:</p> <p>Barnett and Finnemore Chapter 2</p> <p>Abbott, Kenneth W, and Duncan Snidal. 1998. "Why States Act through Formal International Organizations." <i>The Journal of Conflict Resolution</i> 42(1): 3-32.</p> <p>Barbara Koremenos, et. al. (2001) "The Rational Design of International Institutions," <i>International Organization</i>, vol. 55(4): 761-799</p> <p>Optional:</p> <p>Ronald B. Mitchell 1994. "Regime Design Matters: Intentional Oil Pollution and Treaty Compliance" <i>International Organization</i> 48(3) (Summer 1994) 425-458</p> <p>Stein, Jana von. 2008. "The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol." <i>The Journal of Conflict Resolution</i> 52(2): 243-68.</p>	
<p>Week 5: 10/4- 10/8</p>	<p>Topic: The United Nations System</p> <p>KMS: Chapter 4</p> <p>Read/Skim UN Charter</p>	

Date	Topic & Reading	What's Due
	<p>"Introduction" and "Race, Gender, and Geopolitics in the Establishment of the UN" in Sylvanna Falcon <i>Power Interrupted: Antiracist and Feminist Activism inside the United Nations</i></p> <p>(Pick 1 of 3)</p> <p>Bruce Cronin, "The Two Faces of the United Nations: The Tension between Intergovernmentalism and Transnationalism," <i>Global Governance</i>, vol. 8 (2002): 53-71</p> <p>Ian Johnstone "The Role of the UN Secretary-General: The Power of Persuasion Based on Law," <i>Global Governance</i>, vol. 9 (October-December 2003): 441-458</p> <p>Ramesh Thakur and Thomas Weiss, "United Nations' Policy': An Argument with Three Illustrations," <i>International Studies Perspectives</i>, vol. 10 (2009): 18-35</p>	
<p>Week 6: 10/11- 10/15</p>	<p>Topic: Regional Organizations</p> <p>Readings: KMS: Chapter 5 161-237</p> <p>Aarie Glas and Emmanuel A. Balogun (2020) "Norms in Practice: People-Centric Governance in ASEAN and ECOWAS," <i>International Affairs</i> 96(4): 1015-1032.</p> <p>Krapohl, Sebastian and Fink, Simon (2013) 'Different Paths of Regional Integration: Trade Networks and Regional Institution-Building in Europe, Southeast Asia and Southern Africa,' <i>Journal of Common Market Studies</i> 51:3, 472-488.</p>	
<p>Week 7: 10/18- 10/22</p>	<p>Topic: IOs as Norm Makers/Bureaucracies No Class on 10/18</p> <p>Readings:</p> <p>(Pick 2)</p> <p>Charli Carpenter, Sirin Duygulu, Alexander H. Montgomery, and Anna Rapp, 2014 "Explaining the Advocacy Agenda: Insights from the Human Security Network" <i>International Organization</i>, 68:2, 449-470.</p> <p>Towns, Ann E. 2012. "Norms and Social Hierarchies: Understanding International Policy Diffusion 'From Below'." <i>International Organization</i> 66(02): 179-209.</p>	

Date	Topic & Reading	What's Due
	Amitav Acharya (2014) Who Are the Norm Makers? The Asian-African Conference in Bandung and the Evolution of Norms. <i>Global Governance: A Review of Multilateralism and International Organizations</i> : July-September 2014, Vol. 20, No. 3, pp. 405-417.	
Week 8: 10/25- 10/29	Topic: NGOs and Transnational Networks Readings: KMS: Chapter 6 pp. 239-279 Michelle Jurkovic "Putting Hunger on the Agenda" and "How to Think About Advocacy" in <i>Feeding the Hungry: Advocacy and Blame in the Global Fight Against Hunger</i>	
Week 9: 11/1- 11/5	Topic: IO and Peace and Security KMS Chapter 7: 279-376 Barnett and Finnemore Chapter 5 Charli Carpenter (2021)-"A UN Peacekeeping Mission in Afghanistan is Still Possible" <i>World Politics Review</i> Adam Day (2021) "Should the UN Deploy a Peacekeeping Operation in Afghanistan? Wrong Question." <i>IPI Global Observatory</i> Paul Williams "The Pitfalls of UN Peacekeeping in Afghanistan"	
Week 10: 11/8- 11/12	Peace and Security Case Study	
Week 11: 11/15- 11/19	Topic: IOs and Political Economy KMS: Chapter 8 Barnett and Finnemore Chapter 3	
Week 12: 11/22- 11/26	Topic: Gender and IO: 11/24-11/26 Thanksgiving Break Readings: Tryggestad, Torunn L. 2009. "Trick or Treat? The UN and Implementation of Security Council Resolution 1325 on Women, Peace, and Security." Hill, Felicity, Mikele Aboitiz, and Sara Poehlman-Doumbouya. 2003. "Nongovernmental Organizations' Role in the Buildup and Implementation of Security Council Resolution 1325." <i>Signs: Journal of Women in Culture and Society</i> 28(4): 1255-1269. 7 Hudson, Natalie Florea. 2004. "En-Gendering UN Peacekeeping Operations." <i>International Journal</i> 60: 785.	

Date	Topic & Reading	What's Due
	Willett, Susan. 2010. "Introduction: Security Council Resolution 1325: Assessing the Impact on Women, Peace and Security." <i>International Peacekeeping</i> 17(2): 142.	
Week 13: 11/29-12/3	Topic: Human Rights and IOs Reading: KMS: Chapter 10 Barnett and Finnemore: Chapter 4 Sylvanna Falcon "UN Citizenship and Constellations of Human Rights"	
Week 14: 12/6-12/10	Course Reflections	

Course Policies

Technology: Laptops or tablets are permitted in class, but I request that you stay on task with your device use, refraining from web-searching or social media. If you have a call, take it outside.

Accessibility: I am committed to educational diversity and to creating a learning environment where all can succeed. All accommodations requested through Student Accessibility Services will be honored.

Academic Integrity: All papers, exams, and written assignments must be your own work. When and where you employ the work or words of others, you must cite your sources (APA, APSA, Chicago preferred). Plagiarism is a serious academic offense, and includes: copying or only slightly rephrasing passages from books, articles, reference works, or online sources and submitting them as your own words; buying papers off the internet; or submitting someone else's paper as your own. If you plagiarize, the assignment will receive no credit, you will receive a failing grade for the course, and possibly face further consequences from the college.

Learning Considerations under Covid-19

While the learning objectives and outcomes listed above are what I want you all to get out of class, I am fully aware that we are going through a global pandemic and this semester is going to be unique and challenging for everyone. I can assure you that I will be flexible and considerate of the circumstances as the semester progresses. I ask that you do the same with your fellow colleagues. Below are a few assurances that I will make as we go through the semester together:

- **Health and Safety:** First and foremost, your health and the health of your loved ones are important and should take precedent over anything, including this course and your other courses. Please be sure to prioritize your physical, mental, and emotional health.

- **Livelihood:** Some of you may be essential workers or have situations at home that might make it challenging to participate in this course. Please be sure to check in with me if your responsibilities outside of the course limit your ability to participate in the course fully. I will be able to monitor the extent of your participation in the course and will reach out if you are out of contact to check on your well-being. I am here to help, so do not hesitate to ask for help to accommodate your situations.
- **Professor Availability:** Occasionally, I will need to miss office hours in order to take care of my children and my children might interrupt our synchronous meetings. Also, while I will work hard to answer your emails and messages in a timely manner, I might be delayed in responding due to child care responsibilities. I appreciate your patience and understanding during this time. Please allow up to 48 hours for an email response.

Student Expectations

Students are expected to be actively involved and engaged in class. Students are encouraged to ask thoughtful questions and contribute to classroom discussions by engaging with the professor and other classmates. Participation will be measured by your class attendance and the professor's discretion of the quality of participation.

While I understand shyness with public speaking, I expect all students to participate in classroom discussion. There will be ample opportunity to discuss the text and ideas presented in the course. Discussion can take place in many forms: comments on the readings, questions, respectful responses to another student's comments, contact the professor for clarification etc. The most important piece is that you are an active participant in the course.

To aid participation, students are expected to have done the readings **BEFORE** class and be prepared to discuss the themes and ideas introduced in the texts. As you read, be sure to make notes to yourself that identify the key themes, weaknesses, and strengths in the author's arguments/approach, and reasons for your own agreements/disagreements with the text. If you need assistance in learning how to annotate make arguments based on the readings, please consult the course resources module and/or communicate with myself and your fellow classmates. Doing the readings before class allows the student to be able to engage with other classmates and the professor, and to think broadly about how individual readings connect to broader themes of the course.

In addition to discussion-based participation, students may periodically have in-class activities based on the readings for the week and class discussions. These activities are meant to allow students to engage and reflect with the course material and lecture content through instructor guidance and/or peer collaboration.

Attendance

If religious observances cause absence from class, campus employment, athletic practice, and/or game days or necessitates accommodations, students should notify their faculty, coaches, or supervisors prior to the date(s) of their absence. New York State policy and Skidmore College policy mandates that students be allowed to make up academic work and/or campus employment requirements without penalty. These accommodations should not reduce the overall expectations of a course nor unduly burden the student requesting accommodation. Faculty must permit students to take a makeup examination without any penalty if they have to miss an examination due to religious observances. Similarly, faculty must permit students to submit missed assignments by an agreed upon due date, without penalty.

Although not required, the College highly recommends that students submit written notification of the pending religious observances at the start of the semester or at least one week before the date. As an option, students may use this form. Distributing the written notification during the first week of classes, campus employment, or the start of the athletic season gives students, faculty, coaches, or supervisors time to prepare for the absence.

If a student, supervisor, coach, or faculty member feels the policy is being violated, they should contact the Dean of Faculty Office at 518-580-5705 (Palamountain 416), the Dean of Students Office at 518-580-5760 (Case Center 313), or Human Resources at 518-580-5800 (Barrett Center first floor).

Missed/Late Work Policy

It is the student's responsibility to make sure all work is turned in complete and on time. While I understand last minute technology issues and malfunctions, it is important for students to back up work early and often. I suggest the use of a free cloud service to back up all of your work (i.e, Google Drive, OneDrive, Dropbox).

All assignments should be turned in by the designated due date. I generally do not accept late assignments, however if a student foresees themselves having difficulty meeting an assignment deadline, I STRONGLY suggest that they plan well ahead of time (not the night before or morning of the due date) to discuss their situation.

Course Communication

EMAIL:

- Please be sure to check your email regularly. In the case of emergencies, class cancellations, or any other urgent messages, I will send an email to the class via email. My email is ebalogun@skidmore.edu.

- I strongly encourage you to email me with questions about the course and beyond! In doing so, it is important to be professional in your correspondence. Please use proper email etiquette in your email. In the subject of the email, please include the course title, your proper name, and reason for emailing: For example- "*PL-251A-01, Jonathan Snow: I know nothing*" Please address emails to me-Dr./Professor Balogun and include a signature at the conclusion of your email.
- I will respond to emails within 48 hours of receipt.

STUDENT HOURS:

- I will hold student hours in person on Monday and Wednesday from 2:30- 3:30 PM. For in person student hours, I will only allow one student in my office at a time and I require an appointment in advance. Masks are required during in-person office hours. If a student does not have a mask, we will need to reschedule the meeting or I will provide one. Student hours will primarily be held in my office, 317 Ladd Hall, however, I also like to hold office hours in more convenient/comfortable places for students. Due to time and safety constraints, I will keep meeting to 15 minutes.
- If you cannot make the designated office hours and would like to make an appointment, please make an appointment online at calendly.com/ebalogun17. to set up a time. I will try my best to accommodate your request.

Diversity and Inclusion Statement

Our course will undoubtedly have a lot of debate and deal with serious and sensitive issues in the world. Our classroom environment should be mutually respectful and inclusive of all students. The classroom should be an environment with no discrimination, where everyone is comfortable and at liberty to contribute to, and benefit from the entire learning experience. Do not be afraid to speak up and know that your contribution will be respected, regardless of your position.

Please be courteous in your interactions with your fellow students and instructor. I will not tolerate hate speech or derogatory remarks towards other students or faculty.

I expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes that this may affect their performance in the course, is

urged to contact the Dean of Students for support. In addition, please notify the professor, if you feel comfortable doing so. This will enable him to provide any resources that he may possess.

Title IX Statement

Skidmore College considers sexual and gender-based misconduct to be one of the most serious violations of the values and standards of the College. Unwelcome sexual contact of any form is a violation of students' personal integrity and their right to a safe environment and therefore violates Skidmore's values. Sexual and gender-based misconduct is also prohibited by federal and state regulations. Skidmore College faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. If a student chooses to confide in a member of Skidmore's faculty or staff regarding an issue of sexual or gender-based misconduct, that faculty or staff member is obligated to tell Skidmore's Title IX Coordinator or Title IX Deputy Coordinator. The Title IX Coordinator or Deputy Coordinator will assist the student in connecting with all possible resources for support and options for reporting both on and off campus. Identities and details will be shared only with those who need to know to support the student and to address the situation through the college's processes. If the student wishes to confide in a confidential resource, the Counseling Center Staff, Health Services, and Victim Advocates (anonymous) are all options available.

More information can be found at the Sexual and Gender-Based Misconduct [website](#) or by contacting the Title IX Coordinator, Joel Aure (jaure@skidmore.edu), 580-5708, or Deputy Coordinator for Student Affairs, Gabriela Melillo (gmelillo@skidmore.edu), 580-5022.