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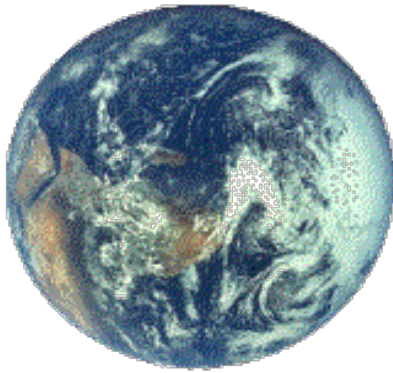
School of Diplomacy and International
Relations

Spring 2024

DIPL 6002 International Organizations

Purnaka L. de Silva Ph.D.

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DIPL 6002: INTERNATIONAL ORGANIZATIONS
Seton Hall University, School of Diplomacy and
International Relations

Spring 2024 – Tuesday 7:35–9:45 p.m.

Location: Muscarelle Hall 205

Adjunct Faculty: Dr. PL de Silva

Office: McQuaid Hall – Room 108 (when on campus)

Office Hours: Tuesdays 6:30-7:30 p.m. by appointment

Tel. +1-646-673-3550; Fax. +1-973-275-2519

Email: purnaka.desilva@shu.edu

PURPOSE OF THE COURSE

The focus and aim of this Course – **DIPL 6002: International Organizations** – is to understand *International Organizations* from the vantage point of the concept of *Global Governance*. Global governance, central to international relations, refers to the loose framework of global regulation – both institutional and normative – that constrains conduct and attempts to maintain order. When we speak of order, we need to specify order for whom – states, peoples, groups, or individuals. *Order* may denote any regular or discernible pattern of relationships that are stable over time or may additionally refer to a condition that allows certain goals to be achieved.

Please take adequate time to study this syllabus thoroughly.

KEY CONCEPTS

- *International order* focuses on stable and peaceful relations between states as primary actors, often related to the balance of power. It is primarily about military security and geostrategic interests.
- *World order* is concerned with other values and assesses the degree of order upon the basis of delivery of certain kinds of goods, such as: security, justice, sustainable development (basic needs), rights, and emancipation for humanity – as a whole.

- *A pattern of order* may advance some values at the expense of others. There is often a tension, for example, between state-centered concepts of order, and those that promote individual values. For instance, policies based on the balance of power might lead to assistance being given to regimes with bad human rights records.
- A key question about global governance is whether it supersedes all ideas of international order, or whether it can be incorporated into more traditional ideas. *Global governance* has many elements: (a) international organizations and law; (b) transnational organizations and frameworks; (c) elements of global civil society; and (d) shared normative principles.
- *International order*: refers to the normative and the institutional pattern in relations between states – the elements of which may include: (a) *sovereignty*; (b) forms of *diplomacy*; (c) *international law*; (d) role of the Great Powers; and (e) codes circumscribing the use of force.
- *International organizations*: One marked change in international relations over the past century where states were the primary actors, has been the dramatic increase in the number of international organizations (other actors) – i.e. intergovernmental organizations (IGOs), international nongovernmental organizations (NGOs), and private sector Multinational Corporations (MNCs).
- *State system*: the regular patterns of interaction between states, but without implying any shared values between them.
- *Multilateralism*: the tendency for functional aspects of international relations – e.g. (a) peace and security, (b) trade or (c) environmental management – to be organized around large numbers of states, or universally, rather than by unilateral state action.

International organizations are particularly important in international relations because they generally constitute the central decision-making components of international regimes and influence the development of these regimes. International regimes are systems of norms and rules in particular issue areas that regulate state behavior and decision-making. Without the permanent decision-making institutions of international organizations, the growth of international cooperation to manage international interdependence would be greatly curtailed.

In this class we will explore the current state of global affairs within the framework of *International Organizations* with a focus on:

1. **International order involving:** (a) sovereignty, (b) forms of diplomacy, (c) international law, (d) role of the Great Powers, and (e) codes circumscribing the use of force.
2. **World order involving:** (a) security, (b) justice, (c) trade, (d) sustainable development (basic needs), (e) environmental management, (f) human rights, (g) global health, (h) migration, and (i) emancipation for humanity – as a whole.

COURSE REQUIREMENTS

1. **Class presentations:** Class sessions are organized around student-led discussions of the weekly readings. Each student is **required** to make at least **two** such 5-minute presentations or interventions **during every class**. Students should briefly summarize the readings (i.e., key arguments, information, methodology, etc) offer a critique/commentary of their strengths and weaknesses, and present one or two questions, which will serve as a basis for robust class discussions of a given topic. The classroom is an open, safe space for us to discuss some of the world's most contentious and complex issues without fear or favor.

2. **One-page Proposal:** In order to ensure an **early/timely start** to research work and obtain helpful feedback from the faculty member (Dr de Silva) students must submit a one-page proposal broadly outlining the subject matter of their chosen **Research Paper**, complete with planned methodology and sources – which will be designed in close consultation with the faculty member during the first one-on-one Tutorial during the first week of the semester. The draft one-page proposals will be presented orally to the whole class in person during **Session 4 on Tuesday, February 13 @ 6:35-9:45 p.m.** Students are strongly encouraged to maintain regular contact and ongoing dialogue with the faculty member via the DIPL-6002 Class WhatsApp group throughout the semester to best monitor their progress.

3. **Written Examinations:**

- (a) **Political Geography Test** 30-minute duration on **Tuesday, February 06 @ 7:35-8:05 p.m.** where students must identify on a blank World Map the following:
- All 15 UN Member States currently serving in Security Council.

(b) **Mid-Term (Written Examination #1)** **Take-home** on **Tuesday, February 27** – students are required to answer **ALL FIVE (5) questions in short essay format** – i.e., *in as much detail as possible, demonstrating a thorough knowledge/familiarity of the subject matter and using the full allocation of their Take-home allocation of time at their disposal* and submitting their Mid-Term Examination answer scripts by email **on Tuesday, March 12** to the faculty member's SHU Email: purnaka.desilva@shu.edu and his Gmail as a backup: pldesilva2@gmail.com for Grading. Examination questions are derived from lecture notes and therefore regular class attendance is an absolute must.

(c) **Independent Documentary Review Assignment (Written Examination #2)** **Take-home** on **Tuesday, April 02** – students are required to write a **five (5) page Documentary Review** of the **75th Commemorative Remembrance of Hiroshima and Nagasaki**, providing a deep analysis of the pivotal role played by two key statesmen, namely: former U.S. Secretary of State George Schultz (in his last public presentation before his passing) and former U.S.S.R. President Mikhail Gorbachev International Organizations – as well as governmental, non-governmental and faith-based organizations – and the **lessons learned** going forward towards potential nuclear disarmament in the 21st century – due for submission on **Tuesday, April 16** for Grading.

- **“75th Commemorative Remembrance of Hiroshima and Nagasaki”** (produced by Audrey Kitagawa and the Parliament of the World's Religions) <https://www.youtube.com/watch?v=2sI3EmFzEo0&feature=youtu.be>

(d) **Research Paper (Written Examination #3)** Students will design/write a research paper in consultation with the faculty member that will be a minimum **fifteen (15) double-spaced typed pages** with standard (1”) margins and 12-point fonts on a chosen topic that relates to the subject matter of the course. Research Papers will be graded on the strength of argumentation, examples used, critical thinking displayed, quality of writing and style, factual accuracy and attention to detail substantiated with detailed footnotes and references, ALL of which demonstrate the quality of research. The faculty member will discuss the topic, quality of research and writing of the Research Paper with **each student individually** in a tutorial session well in advance of the deadline for submitting the **Research Papers for Grading** on Tuesday – to be submitted no later than **Tuesday, April 30** to the faculty member's SHU Email: purnaka.desilva@shu.edu and his Gmail: pldesilva2@gmail.com as a backup for Grading.

(e) **Finals (Written Examination #4) Take-home on Tuesday, May 14** – students are required to answer **ALL FIVE (5) questions in short essay format** – i.e., *in as much detail as possible, demonstrating a thorough knowledge/familiarity of the subject matter and using the full allocation of their Take-home allocation of time at their disposal* and submitting their Final Examination answer scripts by email **on Friday, May 17** to the faculty member's SHU Email: purnaka.desilva@shu.edu and his Gmail as a backup: pldesilva2@gmail.com for Grading. Examination questions are derived from lecture notes and therefore regular class attendance is an absolute must.

QUICK REFERESHER GUIDE TO RESEARCH PAPER WRITING

Grades in this class are assessed in part on answers to assigned paper topics. Students tend to make recurring mistakes in their writing. The comments below are based on correcting such recurring mistakes and are an indication as to what the Faculty member is looking for when evaluating assigned papers. Disciplined writing is a professional skill well-worth honing. Remember: unclear or vague language and writing reflects unclear thinking!

1. *Problem One: Framing the Question*

After the paper topics are duly assigned, do not panic. The key issues that students need to concern yourselves are the following:

- What does this question ask?
- What doesn't the question ask?
- What should an answer look like?

The impulse to hit the ground running is always there. Do not do this. Figure out what the question does and does not ask. Too often well-intentioned students encounter problems because their paper is simply off-topic and has digressed. Make a schematic OUTLINE of what your argument will look like. DOUBLECHECK that your outline fits what is asked. Tell the reader what your argument is (and please note that does not mean “restate the question to the reader”) in the first paragraph.

2. *Problem Two: Organization*

This is a key trouble-spot. It is doubtful whether there would be a single paper in this class where the thesis is not immediately apparent. It is essential when writing a paper to present a **convincing and cogent argument** that is substantiated by

secondary source material and references. Your paper should have a clear thesis (i.e. a statement or theory that is put forward as a premise to be maintained or proved). Inform the reader what the argument is and make those points. The exact mechanics are up to each of you. However please note that lists of bullet points (instead of well-organized paragraphs and substantiated argumentation) are absolutely unacceptable.

3. Problem Three: Use of Examples and Evidence

Two things to avoid here.

- First, although Diplomacy students know a lot about current affairs and historical events, there is danger in a type of ‘name dropping’ in which the example is disconnected from the point that the author wishes to make. And produces sentences that are equivalent to “You know, like in the Cuban Missile Crisis.” Your reader is not omniscient. Therefore, undergraduates are urged to elaborate or unpack the point (i.e. tell the reader HOW the example used fits the argument as a case in point). Failure to do so suggests that you are not sure how the example used fits the argument.
- Second, you are not asked for additional research for the paper. Assigned readings will suffice. Please note that Faculty are continuously dismayed at student use of internet sources in lieu of *assigned readings*. Avoid this bad practice, as it does not convey a good message and could also get you in deep trouble – **Important Note:** see Seton Hall University’s class policy on **Academic Integrity/Plagiarism on page 10 (see below)** and the **prohibition of the use of Artificial Intelligence Tools, such as ChatGPT on page 13 (see below)** of the Spring 2024 DIPL-6002 Syllabus.

4. Problem Four: The Conclusion

Related to point #2 above vis-à-vis Organization, students are often so harried that they get to the end and stop rather than wrap up with a conclusion that reiterates and reinforces the main point or ties the essay to broader themes – which can be a liability. Remember: a strong introduction and conclusion are what will distinguish A Grade papers from B Grade ones.

COMPULSORY READINGS

- Abbott, Kenneth W. and Snidal, Duncan (2015) “Why States Act Through Formal International Organizations” in Brian Frederking and Paul F. Diehl (Editors) (2015): *The Politics of Global Governance: International Organizations in an Interdependent World* (5th Edition), Boulder, CO: Lynne Rienner Publishers
- Abbott, Kenneth W. and Snidal, Duncan (2000) “Hard and Soft Law in International Governance” in *International Organization* 54:3 (Summer 2000), pp. 421-456
- Frederking, Brian and Diehl, Paul F. (Editors) (2015): *The Politics of Global Governance: International Organizations in an Interdependent World* (5th Edition), Boulder, CO: Lynne Rienner Publishers
- Garred, Michelle and Abu-Nimer, Mohammed (Editors) (2018): *Making Peace with Faith: The Challenges of Religion and Peacebuilding*, Lanham, MA and London: Rowman & Littlefield
- Karns, Margaret P., Mingst, Karen A. and Stiles, Kendall W. (2015): *International Organizations: The Politics and Processes of Global Governance* (3rd Edition), Boulder, CO: Lynne Rienner Publishers
- May, Christopher (2018) “Global Corporations” in Thomas G. Weiss and Rorden Wilkinson (Editors) (2018): *International Organizations and Global Governance* (2nd Edition), New York: Routledge
- Moknes, Heidi and Melin, Mia (Editors) (2013): *Faith in Civil Society: Religious Actors as Drivers of Change*, Uppsala: Uppsala Centre for Sustainable Development
- Park, Susan (2018): *International Organizations and Global Problems: Theories and Explanations*, Cambridge: Cambridge University Press
- Steiner, Sherrie M. and Christie, James T. (Editors) (2021): *Religious Soft Diplomacy and the United Nations: Religious Engagement as Loyal Opposition*, Lanham MA and London: Lexington Books
- United Nations Population Fund (2014): *Religion and Development Post-2015: Report of a Consultation Among Donor Organizations, United Nations Development Agencies and Faith-Based Organizations*, New York: UNFPA

Volgy, Thomas G., Fausett, Elizabeth., Grant, Keith A. and Rodgers, Stuart (2015) “Identifying Formal Intergovernmental Organizations” in Brian Frederking and Paul F. Diehl (Editors) (2015): *The Politics of Global Governance: International Organizations in an Interdependent World* (5th Edition), Boulder, CO: Lynne Rienner Publishers

Weiss, Thomas G. and Wilkinson, Rorden (Editors) (2023): *International Organizations and Global Governance* (3rd Edition), New York: Routledge

RECOMMENDED READINGS

de Silva, Purnaka L. (2018) “Regional Impact of Human Trafficking and Forced Migration” in Robin Andersen and Purnaka L. de Silva (Editors) *The Routledge Companion to Media and Humanitarian Action*, New York and London: Routledge - pp. 102-119

Gammeltoft-Hansen, Thomas and Sorensen, Ninna Nyberg (Editors) (2013) *The Migration Industry and the Commercialization of International Migration* (Global Institutions), New York: Routledge

Harman, Sophie (2012) *Global Health Governance* (Global Institutions Book 60) (1st Edition), New York: Routledge

Kennedy, Scott (2017) *Global Governance and China* (Global Institutions), (1st Edition), New York: Routledge

Kohler, Pia M. (2019) *Science Advise and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties* (International Environmental Policy) (1st Edition), London and New York: Anthem Press

Littoz-Monnet, Annabelle (Editor) (2018) *The Politics of Expertise in International Organizations: How International Bureaucracies Produce and Mobilize Knowledge* (Global Institutions) (1st Edition)

Lopez-Claros, Augusto., Dahl, Arthur L. and Groff, Maja (2020) *Global Governance and the Emergence of Global Institutions for the 21st Century*, Cambridge: Cambridge University Press

May, Christopher (2015) *Global Corporations in Global Governance* (Global Institutions Book 99) (1st Edition), New York: Routledge

McGann, James G. with Whelan, Laura C. (2020) *Global Think Tanks: Policy Networks and Governance* (Global Institutions) (2nd Edition), New York: Routledge

WEB LINKS

- The main UN website - www.un.org – For all parts of the UN system including all Agencies, Funds, and Programmes - <http://www.unsystem.org>
- The United Nations Sustainable Development Goals (SDGs) - <https://sustainabledevelopment.un.org/?menu=1300>
- Global Policy Forum - www.globalpolicy.org
- International Relations and Security Network - www.isn.ethz.ch
- United Nations Office on Genocide Prevention and the Responsibility to Protect - Publications & Resources - <https://www.un.org/en/genocideprevention/about-responsibility-to-protect.shtml>
- United Nations Office on Genocide Prevention and the Responsibility to Protect - Responsibility to Protect (R2P) - <https://www.un.org/en/genocideprevention/about-responsibility-to-protect.shtml>

GRADING

Final grades will be determined as follows:

- One-page Proposal + Research Paper: 50%
- Written Test #1: 15%
- Written Test #2: 15%
- Independent Review Assignment: 15%
- Political Geography Test: 5%
- Class Participation and Oral Presentations + Demonstration of Initiative: NB: Discretionary bonus marks will be given to offset a bad grade or improve a grade.

GRADING SCALE

Grade	Score	Comments
A	96-100	
A-	92-95	
B+	88-91	
B	84-87	
B-	80-83	
C+	76-79	
C	72-75	72 and above is the passing grade
C-	68-71	Fail
D+	64-67	Fail
D	60-63	Fail
D-	56-59	Fail
F	0-55	Fail

ACADEMIC INTEGRITY

Plagiarism and other forms of academic dishonesty and misconduct will be reported to the Chair of Postgraduate Programs at the School of Diplomacy and International Relations. It may result in a lowered or failing grade for the course and up to possible dismissal from the School and Seton Hall University. See the University's **Student Code of Conduct** and **Standards of Academic Conduct** below:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>

<https://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

ACCOMMODATIONS

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with university policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law Against Discrimination. Please note that students are not permitted to negotiate accommodations directly with faculty. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the Semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu

CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling (973) 761-9500 during regular business hours, Monday-Friday, between 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973) 761-9500 at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

POLICY ON INCOMPLETES

Incompletes will be given only in exceptional cases on account of emergencies. Students wishing to request a Grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the School of Diplomacy and International Relations Main Office at McQuaid Hall) to the faculty member before the date of the Final Examination. If the incomplete is approved, the Faculty member reserves the right to specify the new submission date for all the missing course work. Students who fail to submit the missing course work within this time period will receive a Failing Grade for all the missing course work and a Final Grade based on all course work that has been assigned. Any Grade of Incomplete not resolved within one calendar year of receiving the Incomplete Grade or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the stipulated time frame. Please be aware that Incompletes on a student's transcript will impact upon financial aid and academic standing.

STYLE

Research papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Canvas page. Your blog should use hyperlinked citations.

TUTORIALS

All students enrolled in the Spring 2024 semester DIPL-6002 *International Organizations* class **must** make individual tutorial appointments with the faculty member **on the first days** of lectures to discuss one-on-one and finalize the One-Page Proposal for their respective *Research Papers* – which are due for grading on **Tuesday, April 30**.

STUDENT LEARNING OUTCOMES

By the end of the Spring 2024 semester members of the DIPL-6002 *International Organizations* class should have acquired knowledge and understanding of key concepts, models, theories, and debates involved in the study of *International Organizations* in the context of diplomacy and international relations. Students should also have developed the skills to collect, sort, and evaluate information; analyze complex situations/case studies and synthesize information; integrate different, multidisciplinary fields of study in analysis of our complex world; and communicate effectively in oral and written form.

OTHER COURSE POLICIES

Late work: 24 hours after a deadline, late work runs the risk of being penalized with a deduction of one letter grade per day.

Participation: Students are expected to be actively involved in learning in this class. Note that the faculty member relies heavily on the method of **in-class discussion**.

Final Examination Date: The submission of Final Examination Answer Scripts for Spring DIPL-6002 is **May 17** by close of business at the latest.

SHU SAFE PRACTICES IN CLASS

In accordance with the Seton Hall Pledge, students suffering from respiratory illness must wear a facemask when in class, maintain required physical distancing, and do not come to class if severely ill or with COVID.

For more details see: <https://www.shu.edu/health-intervention-communication/faculty-guidelines.cfm>

ARTIFICIAL INTELLIGENCE TOOLS – e.g. ChatGPT

Students **may not** use AI tools, such as ChatGPT. Any use of AI tools will be considered plagiarism. In addition, the IT committee of the SHU Senate made the following ruling: “Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else – including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation.”

TITLE IX

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need, and our school can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our school is legally obligated to investigate reports of sexual misconduct after a formal complaint is filed or signed by the Title IX Coordinator, but a request for confidentiality will be respected to the extent possible.

SPECIAL PUBLIC LECTURES

During the Spring 2024 semester, arrangements will be made by the faculty member to invite:

Admiral Norman Robert Hayes (U.S. Navy – Retired) when available will also give an **online public lecture** to the DIPL 6002 Class on “International Organizations and Leadership”. Admiral Hayes retired as the Head of Intelligence, U.S. European Command and previously was Director of the National Security Operations Center at the National Security Agency and the Pentagon Briefer at the White House. He holds the distinction of being the first African-American to be promoted to the Rank of Admiral from U.S. Naval Intelligence.

Former *United Nations Under-Secretary-General Adama Dieng* (Retired) when available to remotely deliver an **online public lecture** on the “Genocide Convention and Rome Statutes” to the student body and faculty of Seton Hall University, School of Diplomacy and International Relations. Under-Secretary-General Dieng was a seminal Special Advisor to the Secretary-General on the Prevention of Genocide and headed the United Nations Office on Genocide Prevention and the Responsibility to Protect (UN-OGPR2P) till the end of August 2020.

Public announcements advertising the lectures will be made in advance once the arrangement have been finalized. All students attending this Course – **DIPL-6002: International Organizations** – should avail themselves of this opportunity by attending remotely.

TIMETABLE – SPRING 2024 – DIPL 6002 – <i>International Organizations</i>

Month / Date	Lectures – Tuesdays 7:35–9:45 p.m.
January 23	<p>Session 1 – <i>International Organizations Tour d’horizon</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 1 – Brian Frederking and Paul F. Diehl (2015): “Introduction” - pp. 1-9</p> <p>– Part I – Thomas G. Weiss and Rorden Wilkinson (2018): “Introduction: From International Organization to Global Governance” - pp. 1-19</p> <p><i>January 26 is the last day to add/drop and Late Registration</i></p>
January 30	<p>Session 2 – <i>Key Issues</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 1 – Karns, Mingst, and Stiles (2015): “The Challenges of Global Governance” - pp. 1-41</p> <p>– Chapter 1 – Craig N. Murphy (in Weiss & Wilkinson) (2018): “The Emergence of Global Governance” - pp. 25-36</p> <p>– Chapter 3 – Michael Barnett and Raymond Duvall (in Weiss & Wilkinson) (2018): “International Organizations and the Diffusion of Power” - pp. 51-62</p> <p>– Chapter 4 – David Held (in Weiss & Wilkinson) (2018): “The Diffusion of Authority” - pp. 63-76</p> <p>– Chapter 5 – Susan K. Sell (in Weiss & Wilkinson) (2018): “Who Governs the Globe?” - pp. 77-90</p>

February 06	<p>– <i>Political Geography Test – 7:35-8:05 p.m. (in-person)</i></p> <p>-----</p> <p>Session 3 – <i>International Organizations and Multilateralism</i> – 8:05-9:45 p.m.</p> <p><u>Compulsory Reading:</u></p> <p>– Chapter 1 – Susan Park (2018): “Introduction: IO’s as Problem Solvers” - pp. 1-12</p>
February 13	<p>Session 4 – <i>Oral presentations in class of One-Page Research Paper Outline – 5 minutes per student – 7:35-9:45 p.m.</i></p>
February 20	<p>Session 5 – <i>Theories of International Organization and Global Governance</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Part III – Thomas G. Weiss and Rorden Wilkinson (2018): “Introduction” pp. - 91-96</p> <p>– Chapter 2 – Karns, Mingst, and Stiles (2015): “Theoretical Foundations of Global Governance” - pp. 43-73</p> <p>– Chapter 2 – Susan Park (2018): “Using Theory to Evaluate IO’s as Problem Solvers” - pp. 13-35</p> <p>– Chapter 6 – Jason Charrette and Jennifer Sterling-Folker (in Weiss & Wilkinson) (2018): “Realism” - pp. 97-108</p> <p>– Chapter 7 – Christer Jönsson (in Weiss & Wilkinson) (2018): “Classical Liberal Internationalism” - pp. 109-122</p> <p>– Chapter 8 – Tana Johnson and Andre Heiss (in Weiss & Wilkinson) (2018): “Liberal Institutionalism” - pp. 123-134</p>

	<p>– Chapter 9 – Duncan Snidal and Henning Tamm (in Weiss & Wilkinson) (2018): “Rational Choice: From Principal Agent to Orchestration Theory” - pp. 135-145</p> <p>– Chapter 10 – Susan Park (in Weiss & Wilkinson) (2018): “Constructivism” - pp. 146-156</p> <p>– Chapter 11 – Robert W. Cox (in Weiss & Wilkinson) (2018): “Critical Theory” - pp. 157-169</p> <p>– Chapter 12 – Julian Germann (in Weiss & Wilkinson) (2018): “Marxism” - pp. 170-179</p> <p>– Chapter 13 – Susanne Zwingel, Elisabeth Prügl and Gülay Çağlar (in Weiss & Wilkinson) (2018): “Feminism” - pp. 180-192</p> <p>– Chapter 14 – James Brassett (in Weiss & Wilkinson) (2018): “Post-Structuralism” - pp. 193-204</p> <p>– Chapter 15 – Jaaquelin Kataneksza., L.H.M. Ling and Sara Shroff (in Weiss & Wilkinson) (2018): “Decoloniality: (Re)Making Worlds” - pp. 205-218</p>
February 27	<p>– Mid-Term Examination – (Written Examination #1) – (Take Home – <u>due on March 12 for Grading</u>) –</p> <p>-----</p> <p>Session 6 – State Actors –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 3 – Karns, Mingst, and Stiles (2015): “IGOs and the Foundations of Global Governance” - pp. 75-108</p> <p>– Chapter 2 – Volgy, Fausett, Grant and Rodgers (in Frederking & Diehl) (2015): “Identifying Formal Intergovernmental Organizations” - pp. 13-25</p>

	<p>– Chapter 3 – Kenneth W. Abbott and Duncan Snidal (in Frederking & Diehl) (2015): “Why States Act Through Formal International Organizations” - pp. 27-63</p> <p>– Chapter 22 – W. Andy Knight (in Weiss & Wilkinson) (2018): “US Hegemony” - pp. 311-324</p> <p>– Chapter 23 – Shaun Breslin and Ren Xiao (in Weiss & Wilkinson) (2018): “China and Global Governance” - pp. 325-336</p>
March 04-09	<i>Spring Break</i>
March 12	<p><i>– submit Take-Home Mid-Term Examination Answer Scripts for Grading</i></p> <p>-----</p> <p><i>Session 7 – International Law and International Organizations –</i></p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 2 – Charlotte Ku (in Weiss & Wilkinson) (2018): “The Evolution of International Law” - pp. 37-50</p> <p>– Journal article – Kenneth W. Abbott and Duncan Snidal: “Hard and Soft Law in International Governance” - pp. 421-456 https://www.jstor.org/stable/2601340</p> <p>– Chapter 36 – David P. Forsythe (in Weiss & Wilkinson): “Human Rights” - pp. 523-533</p> <p>– Chapter 2 – Susan Park (2018): “Protecting Human Rights” - pp. 62-85</p> <p>– Chapter 18 – Philip Alston and Colin Gillespie (in Frederking & Diehl) (2018): “Global Human Rights Monitoring: New Technologies, and the Politics of Information” - pp. 325-348</p>

<p>March 19</p>	<p>Session 8 – <i>United Nations</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 16 - Leon Gordenker (in Weiss & Wilkinson) (2018): “The UN System” - pp. 223-235</p> <p>– Chapter 17 - M.J. Peterson (in Weiss & Wilkinson) (2018): “The UN General Assembly” - pp. 236-249</p> <p>– Chapter 4 – Karns, Mingst, and Stiles (2015): “The United Nations: Centerpiece of Global Governance” - pp. 109-160</p> <p>– Chapter 9 – Rosa Aloisi (in Frederking & Diehl) (2015): “A Tale of Two Institutions: The United Nations Security Council and the International Criminal Court” - pp. 177-188</p> <p>– Chapter 3 – Susan Park (2018): “Minimising and Halting Conflict” - pp. 36-61</p>
<p>March 26</p>	<p>Session 9 – <i>Regional IGOs</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 5 – Karns, Mingst, and Stiles (2015): “Regional Organizations” - pp. 161-238</p> <p>– Chapter 8 – Susan Park (2018): “Creating Regional IOs” - pp. 154-177</p> <p>– Chapter 18 – Mônica Herz (in Weiss & Wilkinson) (2018): “Regional Governance and Regional Organizations” - pp. 250-267</p> <p>– Chapter 19 – Ben Rosamund (in Weiss & Wilkinson) (2018): “The European Union” - pp. 268-282</p>

	<p>– Chapter 20 – Andrew F. Cooper and Ramesh Thakur (in Weiss & Wilkinson) (2018): “The BRICS in the Evolving Architecture of Global Governance” - pp. 283-298</p> <p>– Chapter 21 – Ian Taylor (in Weiss & Wilkinson) (2018): “The Global South” - pp. 299-310</p> <p>– Chapter 33 – S. Neil MacFarlane (in Weiss & Wilkinson) (2018): “Regional Organizations and Global Security Governance” - pp. 471-483</p>
April 02	<p>– <i>Independent Documentary Review</i> – (Written Examination #2)</p> <p>– (Take Home – <u>due on April 16 for Grading</u>) –</p> <p>Write 5-page <i>Documentary Review</i> of 75th Commemorative Remembrance of Hiroshima and Nagasaki video:</p> <p>https://www.youtube.com/watch?v=2sI3EmFzEo0&feature=youtu.be</p> <hr style="border-top: 1px dashed red;"/> <p>Session 10 – <i>Non-state Actors</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Part V – Thomas G. Weiss and Rorden Wilkinson (2018): “Introduction” - pp. 337-340</p> <p>– Chapter 6 – Karns, Mingst, and Stiles (2015): “Nonstate Actors: NGOs, Networks, and Social Movements” - pp. 239-278</p> <p>– Chapter 24 – Christopher May (in Weiss & Wilkinson) (2018): “Global Corporations” - pp. 341-350</p> <p>– Chapter 25 – Jan Aart Scholte (in Weiss & Wilkinson) (2018): “Civil Society and NGOs” - pp. 351-364</p>

	<p>– Chapter 26 – Nigel Haworth and Steve Hughes (in Weiss & Wilkinson) (2018): “Labor” - pp. 365-378</p> <p>– Chapter 27 – Timothy J. Sinclair (in Weiss & Wilkinson) (2018): “Credit Rating Agencies” - pp. 379-390</p> <p>– Chapter 28 – James G. McGann (in Weiss & Wilkinson) (2018): “Think Tanks and Global Policy Networks” - pp. 391-407</p> <p>– Chapter 29 – Michael Moran (in Weiss & Wilkinson) (2018): “Global Philanthropy” - pp. 408-422</p> <p>– Chapter 30 – Peter J. Hoffman (in Weiss & Wilkinson) (2018): “Private Military and Security Companies” - pp. 423-436</p> <p>– Chapter 31 – Frank G. Madsen (in Weiss & Wilkinson) (2018): “Transnational Criminal Networks” - pp. 437-450</p>
April 09	<p>Session 11 – <i>Multifaith Action and International Organizations</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– United Nations Population Fund (2014): “Religion and Development Post-2015: Report of a Consultation Among Donor Organizations, United Nations Development Agencies and Faith-Based Organizations” - pp. 1-55 https://www.unfpa.org/sites/default/files/pub-pdf/DONOR-UN-FBO%20May%202014.pdf</p> <p>– Chapter 1 – Azza Karam (in Steiner & Christie) (2021): “Religion at the United Nations: Challenges or Opportunities?” - pp. 21-42</p> <p>– Chapter 7 – Azza Karam (in Garred & Abu-Nimer) (2018): “Deconstructing and Reconstructing Secular Approaches to Religion in Multilateral Settings?” - pp. 129-147</p>

	<p>– Chapter 20 – Azza Karam (in Andersen & de Silva) (2018): “Now You See Me, Now You Don’t: Faith-Based NGOs and Humanitarian Work – A Story from the World Humanitarian Summit” - pp. 245-260</p> <p>– Chapter 9 – Azza Karam (in Moksnes & Melin) (2013): “Religion as Part of Energizing the UN” - pp. 87-92</p> <p>– Check the Inter-Press Service weblink for short topical essays by Professor Azza Karam: http://www.ipsnews.net/author/azza-karam/</p> <p>– Also check the Religions for Peace International (RfP) website for additional resources: https://www.rfp.org</p>
April 16	<p>Session 12 – <i>Protecting the Environment & Climate Change</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 45 – Elizabeth R. DeSombre and Angelina H. Li (in Weiss & Wilkinson) (2018): “Global Environmental Governance” - pp. 630-642</p> <p>– Chapter 10 – Susan Park (2018): “Protecting the Environment” - pp. 204-226</p> <p>– Part VII – Chapter 47 – Matthew J. Hoffmann (in Weiss & Wilkinson) (2018): “Climate Change” - pp. 655-666</p> <p>– Chapter 17 – Jessica F. Green (in Frederking & Diehl) (2015): “Order Out of Chaos: Public and Private Rules for Managing Carbon” - pp. 325-348</p>

<p>April 23</p>	<p>Session 13 – <i>Global Health Governance</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 52 – Sophie Harman (in Weiss & Wilkinson) (2018): “Global Health Governance” - pp. 719-731</p> <p>– Chapter 5 – Susan Park (2018): “Providing Global Health” - pp. 86-107</p>
<p>April 30</p>	<p>Session 14 – <i>Refugees and Migrants</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 9 – Purnaka L. de Silva (in Andersen & de Silva) (2018): “Regional Impact of Human Trafficking and Forced Migration” - pp. 102-119</p> <p>– Chapter 53 – Khalid Khoser (in Weiss & Wilkinson) (2018): “Refugees and Migrants” - pp. 732-743</p> <p>– Chapter 19 – Rashida Manjoo (in Frederking & Diehl) (2015): “Trafficking of Women: Norms, Realities, and Challenges” - pp. 365-378</p> <p>– UNODC – “Trafficking in Persons and Smuggling of Migrants” – https://www.unodc.org/unodc/en/human-trafficking/index.html?ref=menuaside</p> <p>+ Last Day to Submit the Research Papers (Written Examination #3 – <u>due on May 10 for Grading</u>) –</p>

May 07	<p>Session 15 – <i>International Organizations and the Future</i> –</p> <p><u>Compulsory Readings:</u></p> <p>– Chapter 11 – Susan Park (2018): “Conclusion: If Global Governance Is The Answer, What Is The Question?” - pp. 227-239</p> <p>– Chapter 12 – Karns, Mingst, and Stiles (2015): “Dilemmas in Global Governance” - pp. 573-592</p> <p>– Chapter 20 - Edward Luck (in Frederking & Diehl) (2015): “Reforming the United Nations: Lessons from a History of Progress” - pp. 381-420</p> <p>+ (Take Home – Written Examination #4 Questions) * –</p>
May 14	<p>Session 15 – <i>Final Examination</i> (Take Home – Written Examination #4 – <u>due on May 17*</u> for Grading) –</p>