

**GRAD-C3-1101: International Organizations**

Harry Bauer, PhD

1. General information

Class time	Group A and B: Mon, 10-12h Group C and D: Mon, 12-14h Group E and F: Thu, 12-14h
Course Format	Online Only ('Blended Format') This course uses a 'blended' format of teaching delivery and combines 50 minutes of pre-recorded material (audio or video) with a 50-minute interactive seminar. The seminar is taught online via the platform Clickmeeting. In-class group work will use MS Teams to allow for small group interaction.
Instructor	Harry Bauer
Instructor's office	
Instructor's e-mail	h.bauer@hertie-school.org
Assistant	Email: adjunctsupport@hertie-school.org
Instructor's Office Hours	via MS Teams and by appointment only. Please send me an email to arrange an appointment.

Link to Module Handbook [MIA](#) and [MPP](#)Link to [Study, Examination and Admission Rules](#)Instructor Information:

Harry Bauer joined the Hertie School of Governance in September 2018. He previously held teaching posts at University College London, the LSE, the University of Mannheim and the University of Trier. His interests lie in the fields of global governance, global environmental politics, non-state actors in world politics, International Relations theory and theories of social action. He previously edited *Millennium: Journal of International Studies* and worked as International Associate Editor for *openDemocracy*. Harry was a SIAS Fellow for 'Action Theory in Philosophy and the Social Sciences' at Chapel Hill/ North Carolina in 2009/10.

Harry was educated at the University of Trier and the LSE. He has a longstanding interest in food and works as a consultant in food research and development.

2. Course Contents and Learning Objectives

Course contents:

International Organizations are tasked with solving some of the toughest global problems—from climate change to international conflicts. Understanding their power, limitations and how they make decisions is crucial for our understanding of international affairs and their trajectory. This is particularly so, since many of today's key international organizations were established in the 20th century but face contestation as well as emerging new policy issues. Therefore, international organizations are challenged to accommodate these new issues within their existing mandates. Moreover, international organizations must respond to changing power dynamics as newly emerging powers, corporations and civil society actors have become influential players on the international stage.

This course examines how IOs are responding to the challenges of 21st-century global politics. When examining key IOs, like the United Nations, the United Nations Security Council, the World Bank, the International Monetary Fund, World Trade Organisation and World Health Organisation, we ask questions like how do they work? How are international organizations adapting and maintaining their legitimacy in a challenging environment? What answers do they provide to key issues of world politics?

Main learning objectives:

The course offers students an overview of the principal theoretical and policy debates on international organizations. The course is theoretically grounded in International Relations, although previous knowledge of the discipline is not a prerequisite. At the end of the course, students are expected to be able to:

- Understand and differentiate between theories of international organizations' behaviour;
- Identify who influences the decision-making process in international institutions;
- Identify how the rise of new actors such as emerging powers influences the decision-making process in international institutions;
- Identify how international organizations try adapting to 21st century challenges;
- Understand and critically reflect on how governments and other stakeholders can assess organizational effectiveness
- Critically reflect on the value of international organizations applying different perspectives.

Teaching style:

The course consists of **12 weekly classes** that are delivered in **blended format**. Every class consists of some pre-reordered material (about 40-50 mins) that introduces key arguments and concepts, raises questions, highlights theoretical as well as empirical matters relevant for the understanding of the topic at hand. The pre-recordings will be available via Moodle before the weekly interactive seminar-style sessions (50-60 mins). These sessions **combine different forms of learning**, which can encompass group work, simulations, text discussions and applied research exercises.

For every weekly class, there is a **detailed guide available on MOODLE outlining how to prepare**. These guides point to the essential readings listed in the syllabus and suggest a number of preparatory tasks. The required readings are intended to provide a basis for class discussion, to introduce key concepts and issues, and to act as a starting point for more advanced, independent enquiry of particular topics. Additional texts usually point to more specific questions and empirical cases. **It is essential that students follow the weekly preparatory guide.**

It is suggested that students **prepare brief notes/ outlines** of each week's readings, which can be used as discussion notes during the seminar and as background notes for your written assignments. Having

notes during your essay writing will save much time and effort and improve the quality of your texts significantly!

Diversity Statement:

The topics that we cover in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. In this class we will not shy away from the uncomfortable. Critically examining and assessing assumptions and basic values is not just one of our tasks in this course but is an activity vital to living an authentic life. I urge you to have the courage to the uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and sometimes emotional risks.

3. Grading and Assignments

The course requires **three written assignments**. **All assignments are due via Moodle**. Separate handouts will outline the requirements of the respective assignments; they also introduce specific expectations and marking criteria in more detail.

Grading is based on the following components

1. An **800-word op-ed**. Imagine you are an independent advocate of UN reform. Outline if and how you would reform the UN Security Council. You could start your research with the Global Policy Forum (<https://www.globalpolicy.org/security-council/security-council-reform.html>).
2. A critical review of a key piece of literature that comes in two parts. Part 1 is a **critical 1.200-word review of one piece of literature** that is a required reading for this course. Please consult the respective guidelines for a list of texts available for this task. The review needs to address three key questions: What is the key argument of the piece? What are its strengths and shortcomings?
3. Part 2 is a **2.000-word appraisal of the academic debate the chosen piece contributes to**. The appraisal's key task is to set the core argument into the 'landscape' of relevant literature. To do so, the appraisal needs to highlight and correctly unpack the core arguments of the debate and the respective pieces of relevant literature.
You are expected to undertake substantial independent research and consult the existing relevant secondary literature. Overall, this task is meant to hone your analytical, critical and research skills. The task forces you to identify and assess key arguments and to put them into their relevant academic context—a set of skills you will, for instance, need when devising and working on your Master thesis.
4. **Course participation**. Students are expected to prepare for all classes and will be called upon to answer questions relating to the readings. Students will be evaluated on their preparation and participation for class, especially those classes which are highly interactive. Generally, the participation grade is based on the assumption that students take part not as passive consumers of knowledge but as active participants in the exchange, production, and critique of ideas—their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also prepared to discuss the readings of the day and to contribute thoughtfully to the conversation. Participation is marked by its active nature, its consistency, and its quality.

Composition of Final Grade:

Assignment 1: Op-ed	Deadline: Fri, 26 March 2021, 15.00h	Submit via Moodle	20%
Assignment 2: Review	Deadline: Mon, 31 May 2021, 15.00h	Submit via Moodle	30%
Assignment 3: Appraisal	Deadline: Mon, 31 May 2021, 15.00h	Submit via Moodle	40%
Participation			10%

Assignment Details

Assignment 1-3

Separate guidelines will outline the specific assignments in more detail; they also introduce specific expectations and marking criteria. The guidelines are available on the course's Moodle page.

Participation grade

The participation grade is based on the assumption that students take part, not as passive consumers of knowledge, but as active participants in the exchange, production, and critique of ideas—their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also prepared to discuss the readings of the day and to contribute thoughtfully to the conversation. Participation is marked by its active nature, its consistency, and its quality.

Late submission of assignments: Late submission of assignments leads to a grade reduction (submission within 24 hours of deadline = 10%-point deduction; submission within 48 hours of deadline = 20%-point deduction, etc.).

Attendance: Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

Academic Integrity: The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See [Examination Rules](#) §16.

Compensation for Disadvantages: If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

Extenuating circumstances: An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

4. General Readings

- Hurd, Ian. 2020. *International Organizations: Politics, Law and Practice*. 4th ed. Cambridge: Cambridge University Press.
- Karns, Margaret P. and Karen A. Mingst. 2015. *International Organizations, the Politics and Processes of Global Governance*. 3rd ed. Boulder: Lynne Rienner Publishers.
- Rittberger, Volker, et al. 2019. *International Organization: Polity, Policy and Politics*. 3rd ed. Basingstoke: Palgrave Macmillan.
- Weiss, Thomas G. et al. 2020. *The United Nations and Changing World Politics*. 8th ed. London: Routledge.

There is also a series by Routledge on international organizations which is a great resource for your research essays: <http://www.routledge.com/books/subjects/SCPI5515/>

5. Session Overview

Session	Session Date	Session Title
1	08.02.2021/ 11.02.2021	Introduction to International Organizations
2	15.02.2021/ 18.02.2021	Why the need for International Organizations?
3	22.02.2021/ 25.02.2021	Legitimacy and the UN Security Council
4	01.03.2021/ 04.03.2021	Who Controls International Organizations?—'Greening the World Bank'
5	TBD	International Organizations as Large (International) Bureaucracies—Bureaucratic Politics, Authority, Mandate Creep & the UNHCR
6	15.03.2021/ 18.03.2021	Negotiating in International Organizations: The UNFCCC
Mid-term Exam Week: 22 – 26.03.2021 – no class		
7	29.03.2021/ 01.04.2021	Enforcing the ILO's Core Labour Standards in a Globalized World: The Textiles Industry in Bangladesh and Cambodia
8	12.04.2021/ 15.04.2021	Dispute Settlement in International Organizations: the World Trade Organization (WTO)
9	19.04.2021/ 22.04.2021	Generating (Hegemonic) Knowledge: The OECD & Education
10	26.04.2021/ 29.04.2021	Competing IOs: The Chinese-led Asian Infrastructure Investment Bank (AIIB) as an Alternative to the World Bank?
11	03.05.2021/ 06.05.2021	International Organizations and NGOs as Norm Promoters

12	10.05.2021/ TBD	Conclusions: International Organizations—Death or Eternal Life?
Final Exam Week: 17 – 21.05.2021 – no class		

6. Course Sessions and Readings

Required readings are to be read and analysed thoroughly. Optional readings are intended to broaden your knowledge in the respective area, and it is highly recommended to skim them at least.

All readings will be accessible on the Moodle course site before semester start. In the case that there is a change in readings, students will be notified by email.

Session 1: Introduction to International Organizations	
Learning Objective	What are International Organizations? Why do states create them? Why should we study them? Do they matter?
Required Readings	<ul style="list-style-type: none"> • Power, Samantha. 2001. 'Bystanders to genocide'. <i>Atlantic Monthly</i> 288(2): 84-108. • Ikenberry, John G. 2011. 'The future of the liberal world order: Internationalism after America'. <i>Foreign Affairs</i> 90(3): 56-68. • Hooghe, Liesbet, Tobias Lenz, and Gary Marks. 2019. 'Contested world order: The delegitimation of international governance'. <i>The Review of International Organizations</i> 14(4): 731-43. • Rittberger, Volker et al. 2019. <i>International Organization: Polity, Politics and Policies</i>. London: Macmillan International, pp. 1-10, 30-53.
Optional Readings	<ul style="list-style-type: none"> • Martin, Lisa L., and Beth A. Simmons. 2012. 'International Organizations and Institutions'. In <i>Handbook of International Relations</i>, ed. Carlsnaes, Walter, Thomas Risse, and Beth A. Simmons, 326-51. London: SAGE. • Mearsheimer, John J. 2019. 'Bound to Fail: The Rise and Fall of the Liberal International Order'. <i>International Security</i> 43(4): 7-50.

Session 2: Why the Need for International Organizations?	
Learning Objective	Why do states create International Organizations? Why do states cooperate in the first place? How do the respective theoretical perspectives differ? And, why do International Organizations assume the shape they do?
Required Readings	<ul style="list-style-type: none"> • Abbott, Kenneth W., and Duncan Snidal. 1998. 'Why states act through formal international organizations'. <i>Journal of Conflict Resolution</i> 42(1): 3-32. • Barnett, Michael and Martha Finnemore. 2004. 'Bureaucratizing World Politics', in: <i>Rules for the World: International Organizations in Global Politics</i>, London: Cornell University Press, pp. 1-15. • Cox, Robert W. 1981. 'Social Forces, States and World Orders: Beyond International Relations Theory'. <i>Millennium: Journal of International Studies</i> 10(2): 126-55.

	<ul style="list-style-type: none"> Koremenos, Barbara. 2009. 'International Institutions as Solutions to Underlying Games of Cooperation'. <i>IBEI Working Papers</i> 27. https://www.ibeio.org/international-institutions-as-solutions-to-underlying-games-of-cooperation_20646.pdf
Optional Readings	<ul style="list-style-type: none"> Abbott, Kenneth W. et al. 2016. 'Two Logics of Indirect Governance: Delegation and Orchestration'. <i>British Journal of Political Science</i> 46(4): 719-29. Baldwin, David A. 1993. 'Neoliberalismus, Neorealismus, and World Politics'. In <i>Neorealism and Neoliberalism: The Contemporary Debate</i>, ed. Baldwin, David A., 3-25. New York: Columbia University Press. Murdoch, Zuzana et al. 2019. 'Do international institutions matter? Socialization and international bureaucrats'. <i>European Journal of International Relations</i> 25(3): 852-77.

Part II: The Functioning of International Organizations

Session 3: Legitimacy and the UN Security Council

Learning Objective	What was the Security Council designed to do? What factors shape the power of the Security Council to authorize military action? What current challenges does the Security Council face?
Required Readings	<ul style="list-style-type: none"> Barnett, Michael, and Martha Finnemore. 2007. Political Approaches. In: Weiss and Daws (eds.). <i>The Oxford Handbook on the United Nations</i>. Oxford: Oxford University Press, pp. 40-57. Claude, Inis. 1966. 'Collective Legitimization as a Political Function of the UN'. <i>International Organization</i> 20(3): 367-79. Hurd, Ian. 2008. 'Myths of Membership: The Politics of Legitimation in UN Security Council Reform'. <i>Global Governance</i> 14: 199-217. Auswärtiges Amt. 2018. 'Reform of the United Nations Security Council—questions and answers'; https://www.auswaertiges-amt.de/en/aussenpolitik/internationale-organisationen/vereintenationen/reformsr-fragen/231618.
Optional Readings	<ul style="list-style-type: none"> Hurd, Ian. 2014. The UN Security Council and the International Rule of Law. <i>The Chinese Journal of International Politics</i> 7(3): 361-79. Tallberg, Jonas, and Michael Zürn. 2019. 'The legitimacy and legitimation of international organizations: introduction and framework'. <i>The Review of International Organizations</i> 14(4): 581-606.

Session 4: Who Controls International Organizations?—'Greening the World Bank'

Learning Objective	How do states control international organizations? Do states control international organizations?
Required Readings	<ul style="list-style-type: none"> • Gutner, T. (2005). 'World Bank Environmental Reform: Revisiting Lessons from Agency Theory.' <i>International Organization</i> 59: 773-83. • Nielson, D. L. and M. J. Tierney (2003). 'Delegation to International Organizations: Agency Theory and World Bank Environmental Reform'. <i>International Organization</i> 57: 241-76. • Ravallion, Martin. 2016. 'The World Bank: Why it is still needed and why it still disappoints'. <i>Journal of Economic Perspectives</i> 30(1): 77-94.
Optional Readings	<ul style="list-style-type: none"> • Graham, Erin R. 2014. 'International organizations as collective agents: Fragmentation and the limits of principal control at the World Health Organization'. <i>European Journal of International Relations</i> 20(2): 366-90. • Vaubel, Roland. 2006. 'Principal-agent problems in international organizations'. <i>The Review of International Organizations</i> 1(2): 125-38.

Session 5: International Organizations as Large (International) Bureaucracies—Bureaucratic Politics, Mandate Creep, Authority & the UNHCR

Learning Objective	How do international bureaucrats and organizational culture influence decision-making? How and why do organizations change?
Required Readings	<ul style="list-style-type: none"> • Barnett, Michael N. and Martha Finnemore. 1999. 'The Politics, Power, and Pathologies of International Organizations'. <i>International Organization</i> 53(4): 699-732. • Betts, Alexander. 2012. 'UNHCR, autonomy and mandate change'. In <i>International Organizations as self-directed actors</i>, ed. Joel E. Oestrich. Abingdon: Routledge. • <u>UNHCR Emergency Handbook</u>
Optional Readings	<ul style="list-style-type: none"> • Betts, Alexander. 2010. 'The refugee regime complex'. <i>Refugee Survey Quarterly</i> 29(1): 12-37. • Mourad, Lama and Kelsey P. Norman. 2019. 'Transforming Refugees into Migrants: Institutional Change and the Politics of International Protection'. <i>European Journal of International Relations</i>: online first, 1354066119883688. • Piiparinen, Touko. 2016. 'The Interventionist Turn of UN Peacekeeping: New Western Politics of Protection or

	Bureaucratic Mission Creep'. <i>Journal of Human Rights</i> 15(1): 98-125.
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Session 6: Negotiating in International Organizations: The United Nations Framework Convention on Climate Change (UNFCCC)

Learning Objective	Why did states establish the UNFCCC? What role have emerging countries played in climate change negotiations, and has this changed over time? Did the Paris Agreement mitigate North-South conflict lines, and if so why (or why not)?
Required Readings	<ul style="list-style-type: none"> • Keohane, Robert and David Victor. 2016. 'Cooperation and discord in global climate policy', <i>Nature, Climate Change</i>, 9 May 2016. http://pages.ucsd.edu/~dgvictor/publications/CAD.pdf • Dimitrov, Radoslav S. 2016. 'The Paris Agreement on Climate Change: Behind Closed Doors'. <i>Global Environmental Politics</i> 16(3): 1-11. • Leinaweaver, Justin, and Robert Thomson. 2020. 'The Elusive Governance of Climate Change: Nationally Determined Contributions as Commitments and Negotiating Positions'. <i>Global Environmental Politics</i>: 1-26. • Panke, Diana. 2020. 'Inside international environmental organizations. Negotiating the greening of international politics'. <i>Cambridge Review of International Affairs</i> 33(3): 365-84.
Optional Readings	<ul style="list-style-type: none"> • Milkoreit, Manjana. 2019. 'The Paris Agreement on Climate Change—Made in USA'. <i>Perspectives on Politics</i> 17(4): 1019-37. • Also look at the UNFCCC Paris Agreement available here: http://unfccc.int/resource/docs/2015/cop21/eng/lo9r01.pdf.

Mid-term Exam Week: 22 – 26.03.2021 – no class

Session 7: Enforcing the ILO's Core Labour Standards in a Globalized World: The Textiles Industry in Bangladesh and Cambodia

Learning Objective	Why was the ILO established? What is the rationale for enforcing the International Labour Organization (ILO)'s core labour standards in a globalized economy? Which arguments do you find convincing and why? What are the challenges related to compliance with ILO labour standards in the textile industry in Bangladesh and Cambodia? What responses were successful/ unsuccessful, and why?
Required Readings	<ul style="list-style-type: none"> • Hughes, Steve. 2005. 'The International Labour Organisation'. <i>New Political Economy</i> 10(3): 413-25.

	<ul style="list-style-type: none"> • Berik, Günseli, and Yana Van Der Meulen Rodgers. 2010. 'Options for enforcing labour standards: Lessons from Bangladesh and Cambodia.' <i>Journal of International Development</i> 22(1): 56-85. • Peksen, Dursun, and Robert G. Blanton. 2017. 'The impact of ILO conventions on worker rights: Are empty promises worse than no promises'. <i>The Review of International Organizations</i> 12(1): 75-94. • Kasperkevic, Jana. 2016. 'Rana Plaza collapse: workplace dangers persist three years later, reports find'. 31 May 2016. https://www.theguardian.com/business/2016/may/31/rana-plaza-bangladesh-collapse-fashion-working-conditions.
Optional Readings	<ul style="list-style-type: none"> • Langille, B. 1997. 'Eight Ways to Think About International Labour Standards'. <i>Journal of World Trade</i> 31(4): 27-53.

Session 8: Dispute Settlement in International Organizations: the World Trade Organization (WTO)

Learning Objective	Why was the WTO created? What are its main principles and decision-making procedures? In what ways does the WTO differ from its predecessor, the General Agreement on Trade and Tariffs (GATT)? How does the WTO deal with disputes? Are those dealings fair and transparent? Why is the WTO in crisis?
Required Readings	<ul style="list-style-type: none"> • Baldwin, Richard. 2016. 'The World Trade Organization and the Future of Multilateralism'. <i>Journal of Economic Perspectives</i> 30(1): 95-116. • Payosova, Tetyana, Gary Clyde Hufbauer, and Jeffrey J. Schott. 2018. 'The Dispute Settlement Crisis in the World Trade Organization: Causes and Cures'. Policy Briefs PB18-5; https://piie.com/system/files/documents/pb18-5.pdf. • Rosendorff, B. Peter. 2005. 'Stability and rigidity: politics and design of the WTO's dispute settlement procedure'. <i>American Political Science Review</i> 99(3): 389-400. • Sattler, Thomas, Gabriele Spilker, and Thomas Bernauer. 2014. 'Does WTO Dispute Settlement Enforce or Inform'. <i>British Journal of Political Science</i> 44(04): 877-902.

Session 9: Generating (Hegemonic) Knowledge: The OECD & Education

Learning Objective	What is the OECD? How does the OECD exert influence? Looking at the field of education in particular, how can this influence be qualified? What can this example tell us about the legitimacy of IOs?
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Required Readings	<ul style="list-style-type: none"> • D’Agnese, V. 2015. PISA’s colonialism: Success, money, and the eclipse of education. <i>Power & Education</i>, 7(1): 56-72 • Nay, Olivier. 2014. ‘International Organisations and the Production of Hegemonic Knowledge: How the World Bank and the OECD helped invent the Fragile State Concept’. <i>Third World Quarterly</i> 35(2): 210-31. • Niemann, Dennis, and Kerstin Martens. 2018. ‘Soft governance by hard fact? The OECD as a knowledge broker in education policy’. <i>Global Social Policy</i> 18(3): 267-83.
Optional Readings	<ul style="list-style-type: none"> • Hall, Peter A. 1989. ‘Conclusion: The Politics of Keynesian Ideas’. In <i>The Political Power of Economic Ideas: Keynesianism Across Nations</i>, ed. Hall, Peter A., 361-91. Princeton, NJ: Princeton University Press.

Session 10: Competing IOs: The Chinese-led Asian Infrastructure Investment Bank (AIIB) as an Alternative to the World Bank?

Learning Objective	What are the key principles of the AIIB? To what extent does AIIB offer an alternative to the World Bank? Does the shift from a Western-led to the China-led AIIB make it more likely to ‘realize justice’ for the ‘Global South’?
Required Readings	<ul style="list-style-type: none"> • Chin, Gregory T. 2016. ‘Asian Infrastructure Investment Bank: Governance Innovation and Prospects’. <i>Global Governance</i> 22 (1): 11-25. • Chandhoke, Neera. 2013. ‘Realising Justice’. <i>Third World Quarterly</i> 34(2): 305-20. • Ratner, Ely. 2014. ‘Making Bank: Why China’s New Infrastructure Bank Represents a Challenge to the Global Order’. <i>Foreign Policy</i> • Subramanya, Rupa. 2015. ‘Is the Asian Infrastructure Investment Bank Good for India?’. <i>Foreign Policy</i> http://foreignpolicy.com/2015/04/15/is-the-asian-infrastructure-investment-bank-good-for-india-coal-china/. • Subacchi, Paola. 2015. ‘The AIIB Is a Threat to Global Economic Governance’. <i>Foreign Policy</i>, 31 March, https://foreignpolicy.com/2015/03/31/the-aiib-is-a-threat-to-global-economic-governance-china/.
Optional Readings	<ul style="list-style-type: none"> • Drezner, Daniel W. 2014. China plays the forum-shopping game, <i>Washington Post</i>, 25 June 2014. https://www.washingtonpost.com/posteverything/wp/2014/06/25/china-plays-the-forum-shopping-game/?noredirect=on&utm_term=.7488809314f5. • Ikenberry, John G. and Lim, Darren J. 2017. <i>China’s emerging institutional statecraft: The Asian Infrastructure Investment Bank and the prospects for counter-hegemony</i>. Brookings Institution: Washington, D.C.

	<p>https://www.brookings.edu/wp-content/uploads/2017/04/chinas-emerging-institutional-statecraft.pdf.</p> <ul style="list-style-type: none"> • https://www.csis.org/events/inside-asian-infrastructure-investment-bank
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Session 11: International Organizations and NGOs as Norm Promoters	
Learning Objective	What is the role of international organizations in promoting women's rights? How did they work with the women's movement and civil society to pursue norm change?
Required Readings	<ul style="list-style-type: none"> • Zwingel, Susanne. 2012. 'How Do Norms Travel? Theorizing International Women's Rights in Transnational Perspective'. <i>International Studies Quarterly</i> 56(1): 115-29. • Hall, Nina. 2009. 'East Timorese Women Challenge Domestic Violence'. <i>Australian Journal of Political Science</i>. 44(2): 309-25. • Sending, Ole Jacob, and Iver B. Neumann. 2006. 'Governance to Governmentality: Analyzing NGOs, States, and Power'. <i>International Studies Quarterly</i> 50(3): 651-72.
Optional Readings	<ul style="list-style-type: none"> • Joachim, Jutta. 2003. 'Framing Issues and Seizing Opportunities: The UN, NGOs, and Women's Rights'. <i>International Studies Quarterly</i> 47(2): 247-74.

Session 12: Conclusions: International Organizations—Death or Eternal Life?	
Learning Objective	In the last session, we return to arguments made at the very beginning of our course. What challenges do international organizations face in the 21st century? What innovative forms of global governance are we seeing in the 21st century? Will there be an environment for international organizations to thrive in for the foreseeable future and what do we know about their 'death'?
Required Readings	<ul style="list-style-type: none"> • Ikenberry, G. John. 2018. 'Why the Liberal World Order Will Survive'. <i>Ethics & International Affairs</i> 32(1): 17-29. • Karns, Margaret P. and Karen A. Mingst. 2010. 'Innovations in Global Governance in the 21st Century', Chapter 12 in <i>International Organizations: The Politics and Processes of Global Governance</i>, Boulder: Lynne Rienner Publishers. • Debre, Maria J, and Hylke Dijkstra. 2020. 'Institutional design for a post-liberal order: Why some international organizations live longer than others'. <i>European Journal of International Relations</i> online first: 1-29. • Brunsson, Nils. 1993. 'The necessary hypocrisy'. <i>The International Executive</i> 35(1): 1-9.

Optional Readings	<ul style="list-style-type: none"> • Abbott, Kenneth W., Jessica F. Green, and Robert O. Keohane. 2016. 'Organizational Ecology and Institutional Change in Global Governance'. <i>International Organization</i> 70(2): 247-77. • Eilstrup-Sangiovanni, Mette. 2020. 'Death of international organizations. The organizational ecology of intergovernmental organizations, 1815–2015'. <i>The Review of International Organizations</i> 15(2): 339-70. • Lamy, Pascal, The Past, Present and Future of Global Governance, https://www.globalpolicyjournal.com/blog/10/04/2015/past-present-and-future-global-governance.
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Final Exam Week: 17 – 21.05.2021 – no class