

1. Understand the major theories and concepts of International Relations regarding International Organizations.
2. Show familiarity with major events and a wide range of substantive issues in International Organizations.
3. Understand the basic functioning of some of the most important institutions in international society.
4. Integrate, apply, and critique theoretical frameworks about international organizations to real-world examples of international organizations and the challenges they face.
5. Articulate coherent positions on key debates rising from the quest for global governance
6. Design and execute a research project on a problem related to international organizations, and communicate the findings to others.

Mandatory Syllabus Material for University Core Courses/Experiences

Global Interdependence

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided

[Core Student Learning](#)

[Outcomes](#) (SLOs).

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| Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States |
| Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders |
| which they develop and which they in turn shape |

COURSE TEXTBOOK

There is no required textbook for this class. Various academic readings are required and will be uploaded to Canvas (and/or handed out). The world is dynamic and often has ongoing issues that can help illustrate the topic we are covering and as such news articles may be added as needed. You are also encouraged to bring in whatever interesting reading you find for class discussion. Expected topics are listed on the schedule.

Several chapters from Karns, Mingst, and Stiles (2015) are included in the reading list as optional material as they provide a comprehensive introduction to most topics in this class. If you like textbooks and/or you think that you can benefit from broader information on the issues we cover, you can purchase the book. However, you are not required to do so.

Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2024). *International Organizations: The Politics and Processes of Global Governance, Fourth Edition*. Boulder, CO: Lynne Rienner Publishers.

The following websites offer comprehensive additional resources for interested students:

American Society of International Law Electronic Resource Guide:

<https://www.asil.org/resources>

Georgetown University Library IGOs & NGOs Research Guide:

<http://guides.library.georgetown.edu/c.php?g=75557&p=489205>

List of Intergovernmental Organizations:

<http://libguides.northwestern.edu/c.php?g=114980&p=749189>

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet three times a week, on Mondays, Wednesdays, and Fridays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool for

communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas. Therefore, I suggest you check the POLS 3620 tab on your Canvas pages every day to see if there are any changes.

The 42 separate lectures for this course are packed over a relatively short time period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 3620 (least of all, the course number). But hopefully, you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main takeaway messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

The course will also refer to several movies, documentaries, and short video clips regarding important historical events or relevant fictional stories

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Each group for the final project will consist of 2 or 3 students. By the end of next week (January 26), you should email me your preferences for group partners, if you have any. If you do not provide me with any preferences, I will form the groups by randomly matching you.

News of the World

Starting on January 29, we will begin classes by discussing current international events. Each of you will be responsible for bringing to our attention important current news related to international organizations (or international relations). You should introduce a news item to the class and brief the class about why what happened is important and how it is relevant to the rest of the world, preferably citing the sources from where they obtained the information. Providing a

Missed Exam / Late Work Policy

The general rule is that a missed

Attendance, Participation, and Classroom Behavior

Class attendance is necessary to learn the material and succeed in this class. This course has been designed intentionally such that the activities and discussions we experience in class are essential for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. Therefore, I invite you to be discerning about when and why you miss a class. Every absence has the built-

practice. This means that missing too much of what happens during class time will make it hard for you to pass exams, prepare high-quality assignments, and contribute equitably to group projects. Because later work in the semester builds on earlier work in the semester, missing too

withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.² Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through general responsiveness to (and respect for) your peers. Irrelevant from the feedback part, please email me if you are reading this. The first two students to detect this and email me will get a prize! Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. If you are not able to attend the class for any reason, please let me know ahead of time. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student showing any disruptive behavior in the class, you may be asked to leave the room.

Important Dates

Scheduling Weekly IO/Current Events Presentations: January 26

Submitting preferences for final project group members (optional): January 26

Last day to submit your final project proposal: February 28

Midterm Exam (Tentative): March 4

² If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

Final Paper Presentations: April 29 & May 1 & May 3

Final Exam: May 10

Final Paper Due: May 13

suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte (or a drink of their choice from Starbucks). This is meant to incentivize the students to be vigilant

statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

OTHER IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors. The

endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

If the instructor believes that you have used outside help writing any portion of your assignments or exams, the instructor may scrutinize your assignment or exam and question you orally to adjust

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

University Counseling Center Syllabus Statement

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to

For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.

Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis, please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will be announced from Canvas.

Structure & Introduction to the Study of International Organizations

W (Jan 17): Structure and Expectations

Syllabus

F (Jan 19): Introduction I

Diehl, Paul F. and Brian Frederking (2015). *The Politics of Global Governance: International Organizations in an Independent World*, Chapter 1 (pages 1-6).

Foundations of International Organizations – Topic I

M (Jan 22): Introduction II

Karns, Mingst & Stiles: Chapter 1 (pages 1-35).

W (Jan 24) & F (Jan 26): History and Foundations of International Organizations

Karns, Mingst & Stiles: Chapter 3 (pages 75-88).

Weekly Optional:

Organizations: Politics, Law, Practice.

International

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Canvas/Email.

F (Feb 16): United Nations General Assembly Voting

Voeten, Erik. (2013) Data and analyses of voting in the United Nations In *Routledge Handbook of International Organization*.

- Current Issue Presentation

Weekly Optional:

Karns, Mingst & Stiles: Chapter 4

61(2): 430-456.

Journal of Conflict Resolution,

International Security, 25: 41-67.

Politico: <https://www.politico.com/news/magazine/2021/06/11/biden-erdogan-turkey-nato-493225>

- Last Day to Submit Final Project Proposal
- Current Issue Presentation

Weekly Optional:

Karns, Mingst & Stiles: Chapter 5 (pages 170 175) & Chapter 7 (pages 317-378).

International Organization. 55, 4.

International Security, 31(4): 34-66.

The Quest for Prosperity: World Bank & Regional Development Organizations – Topic VII

W (Mar 20) & F (Mar 22): World Bank History and Structure

The World Bank: <http://www.worldbank.org/>

The International Bank for Reconstruction and Development (IBRD):

<http://www.worldbank.org/en/about/what-we-do/brief/ibrd>

International Development Association (IDA): <http://www.worldbank.org/ida/>

IMF: Back to Basics Page (broad-ranging great info here!):
<http://www.imf.org/external/pubs/ft/fandd/basics/index.htm>
Overview of the IMF: <http://www.imf.org/external/about/overview.htm>
History of the IMF: <http://www.imf.org/external/about/history.htm>
The IMF's Work: <http://www.imf.org/external/about/ourwork.htm>
The Governance of the IMF: <http://www.imf.org/external/about/govern.htm>
IMF Finances: <http://www.imf.org/external/about/orgfin.htm>
Hot Topics on the IMF: <http://www.imf.org/external/about/ourwork.htm>

F (Apr 12): Politics of IMF Programs

Karns, Mingst & Stiles: Chapter 8 (pages 389-394)
o Current Issue Presentation

Weekly Optional:

International Affairs, 84(3): 455-470.

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Managing International Trade: WTO and Regional Trade Organizations – Topic IX

M (Apr 15): World Trade Organization History and Structure

Affairs, 84(3): 437-454.

International

W (Apr 17) & F (Apr 19): What Does WTO Do? Components of WTO.

McBride, James and Anshu Siripurapu (2022) ? *Council on Foreign Relations*, Backgrounder: <https://www.cfr.org/backgrounder/whats-next-wto>
The End of WTO Dispute Settlement 1.0 *Peterson Institute for International Economics*, Working Paper.

M (Apr 22): Regional Trade Agreements

Review of Economics, 2(1):139-166. SKIM
o Current Issue Presentation

Annual

Weekly Optional:

International Organization, 61(4): 735-761.
Bohara, Alok K., Kishore Gawande, and Pablo Sanguinetti (2004). Trade Diversion and Declining Tariffs: Evidence from Mercosur. *Journal of International Economics*, 64(1): 65-88.

September 4th.

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