McGill University

International Organizations

Course Outline
First Draft

Course #:	**POLI 345.001**
Term Winter:	**Winter**
Year:	**2025**
Pre-Requisite:	**Suggested domains: any international course in International Relations,**
Course schedule	**Tuesday - Thursday: 2:35 – 3:55 p.m..**
Location	**ENGTR 0100**
Credits	**3**

INSTRUCTOR
Mounir Katul
Mounir.katul@mcgill.ca
Office Hours: LEA 423
Monday: 11:00 am – 12:30 pm
Thursday: 11:00 am – 12:30 pm*
By Appointment, either in person or through Zoom
(*Note: Office Hours may change based on the needs of the students)

Teaching Assistant:
Koye
Hope Kircher
Emails: Present on MyCourses

COURSE DESCRIPTION

International Organizations can be toothless or powerful. Either way, they exert a form of power, directly or indirectly, over states and even the international system. This course will take place at different international organizations and demonstrate how different forms manifest within or through the global organization, be it directly or not. Some scholars argue that these organizations are ineffective and serve either as forums for muscle-flexing or tools for the strong. Others look at how international organizations, if granted autonomy, would abuse the power delegated to them from their founders, the states. By looking at different organizations, such as the United Nations (and its branches, such as the International Court of Justice, Peacekeeping Operations, …etc), NATO, the World Bank, the International Labor Organizations, the International Monetary Fund, the World Trade Organizations, the European Union, etc, we can understand the interplay of power among states, individuals, or even Multi-National Corporations.

LEARNING OUTCOMES:

By the end of the semester, the students should:

- Understand multiple approaches that enable them to look at various substantive topics related to IPE and International Relations
- understand different forms of power in IPE and IR: direct, indirect, conceptual, or structural, and how International Trade factors in across those categories
- be able to acquire analytical and critical skills when tackling the approaches and day-to-day events in the arena.
- Enhance their analytical and critical skills by tackling the main arguments of a required text and comparing different ideas and theories regarding advantages and limitations.
- Develop an advanced level of formulating literature reviews that benefit any paper.

COURSE DELIVERY

Lectures: This course will be delivered in person as a **series of lectures**. **The lectures will be recorded for this class. I will do a live recording on Zoom and upload them to MyCourses on the same day.** The lectures will be uploaded to MyCourses in the Course Lectures section. Depending on the themes and availability, I may invite specialists to engage the students in current topics.

Slides and videos: Lectures will be accompanied by PowerPoint presentations and small online videos; both **will be available** to students via MyCourses in the "Course Lectures" section.

Key Words Section: Based on popular demand from students in past courses, I will also upload a Word document section that lists the keywords I discuss in lectures. Of course, these will be uploaded to MyCourses in the Keywords Section.

Course Readings: There is no textbook for this course. All readings will be accessible via the McGill Library or scanned and uploaded to MyCourses. All the required readings will be available on MyCourses under the "Links to Readings: Start Here" section to save students time when searching for them manually in the library. A second section, titled "Library Uploads," will be available for required links without functioning permanent links. These readings are still accessible if you search the books and articles through the McGill Library's search engine –ensure you are logged in to your library account.

Assignments: All assignments, instructions, and submissions will be handled through MyCourses, and grades will also be released through MyCourses.

Communication: I can be reached via email, during office hours, and (should time allow it) before and after class. I usually answer my emails within six hours; however, I will require no more than 28 hours to respond if something pops up (I'm often offline on weekends but try your luck and email me). If you have a lengthy question, please ask it during my office hours instead of emailing. Further details about remote office hours will be posted on MyCourses (in case more than one student needs to Zoom it out, I will announce extra office hours for the week online).

This is important: If I don't reply to you within 24 hours, please email me again. I have over 350 students this semester, and I may overlook your email.

WHAT THE COURSE OUTLINE INCLUDES:

- Required Readings: The readings that are mandatory for the week. The students must prepare for the lectures by reading those assigned texts. All the required readings can be accessed through MyCourses. I suggest you do the readings after I deliver the lecture, depending on your preparation strategies.
- Mode of Grading and Grading rubrics
- I reserve the right to change the course materials and deadlines within a reasonable time frame.

Mode of Evaluation (not final, flexible after discussing the details with the class):

Participation:	10%
Mid-Term In-Class Exam	35%
Final Take Home Exam	35%
One Mini-Critical Review (4 pages max each)	20% (highest 1 out 2)

Participation:

I value class engagement and participation. Students cannot acquire a good grade if they are absent for most of the semester. Below is an idea of how your participation mark will be determined. While McGill's new regulations do not allow students to penalize attendance, I can reward the students, at my discretion, should I see the class less than 20%. In this case, I may decide to give students +1 on average.

Grade: 9-10: Student leads the debates, provides in-depth analysis, and cites the assigned readings to back the argument. During office hours, students sometimes surprise me with the in-depth analysis of the course material and often obtain extra points (within the 10% parameter).

Grade 6-8: Student has an idea of the debates, did the readings, offers somewhat in-depth analysis, and contributes qualitatively to class.

0.5 – 5: This section ranges from a lack of discussion in class and a lack of interest in the lectures to limited participation based on opinions or comments. The grade goes closer to five as the student shows that he/she read the materials.

Please Note: Respectful and constructive discussions are the primary themes of the classroom discussions, including respect for your instructor, teaching assistant (if available), and fellow students. Any form of discrimination will not be accepted in class. Students are also not allowed to interrupt each other disrespectfully. We will, sometimes, deal with tough topics, and I expect McGill's students to show the highest form of respect in class.

Other Means of Boosting the Participation Grade:

Given that my objective is for students to learn the course materials, I am rewarding students who put effort into discussing them. Below are two ways to boost your participation marks. The difference is that they are not prerequisites for a full grade. If the student does a beautiful job during my lectures engaging the literature, he/she/they can acquire a complete 10% for their grade.

Feedback: I appreciate students giving me feedback on the lecture before or in general. I highly encourage students to share suggestions on improving my presentations, or if they have comments, to share them with me. In other instances, if you don't understand a key concept, ask me before class to revisit it in the forthcoming lecture: odds are, if you didn't understand it, others didn't understand it.

Office Hours: Students who attend office hours and discuss their papers or ideas also gain momentum in boosting their participation marks (as part of progress in participation).

Critical Reviews/ Potential Assignments (20%)

When choosing a scholar, please follow the respective thread's instructions for each Critical Review, and its deadlines (2 weeks after the final lecture relating to the Part). You can decide a critical review from Part 3 till Part 11. If you like your first Critical Review grade, you do not need to do a second one. I will accept the highest grade of the two reviews should you decide to do a second one.

Acquiring a good grade

a) Getting the main idea of each author
   a.1) Primarily: what is the overall argument that the scholar/s
   a.2) Avoid picking a tree rather than the forest
b) Style of writing
   b.1) No Paraphrasing: doing so means you missed analyzing the article
   b.2) Reminder: This is a critical review and <u>NOT</u> a summary
   b.3) In general, this subsection goes hand in hand with the next one
c) Comparing different aspects
   c.1) You should compare the strengths and weaknesses with the readings of the week
   c.2) You can compare the scope of each reading: what one covers that the other misses?
   c.3) You can also complement each other, if they agree with each other but look at different contexts
   <u>c.2)</u> you can also utilize earlier readings to boost your argument
   c.3) In general, reading weaknesses are often limitations to explaining specific events that appear in another required reading; strengths are the opposite: what type of phenomenon do they explain? Do they counter or explain an idea or a phenomenon like what the reading missed out on?
   c.4) The priority of the grade is to go through the readings for the week

d) If your required week has four required sources to read, you may choose three; however, make sure that you discuss it with me during class.
e) Avoid normative writings like: "I think" or "I believe" (etc.); instead, write: etc. X argues this or Scholar Y demonstrates that ….etc.
f) Also, when comparing strengths/weaknesses, avoid having a conversational comparison (Scholar X said this, but Scholar Y said no, but Scholar X insisted…etc). My suggestion: stick to key ideas per scholar and expand on I (or a common idea for more than one reading but stress how they disagree).
g) Editing, language, bibliography (the bibliography is not part of the page count – yes, you need to cite your sources)
h) I repeat: No to simple paraphrasing: If you consider a critical review to be simply summarizing two or more readings for the week or paraphrasing, you are wrong → that is the fastest way to get a C. You need to ask me in class (or during office hours) how to proceed.
i) Finally, I usually suggest (but not limited to a page distribution for a review) as :
   i.1) Half a page on what you are writing about (main theme of the class, few follow-up sentences on that one), then a few sentences on how the critical review will unfold (ex. Analyzing different aspects of a central theme, then comparing/contrasting…etc).
   i.2) 1 to 1.5 pages: Main argument of each scholar
   i.3) 1. 5 – 2.5 pages: strengths/weaknesses, or differences of scope, or getting them to clic
   i.4) Should I deem the week's readings not practical for 4 pages; I will increase the readings by a page in class (and in Courses)

You can upload the attempts to sections on Moodle (I will open sections for you to upload on MyCourses – The Assignment section). You can also track the deadline of each attempt you want to do there, depending on the part of the choice. Late penalties (generally 10/100 grade points per day pot - deadline) will also be implemented.

- ➔ To complete a Critical review, you can choose any (with the deadline existing for all students by Feb. 15th
- ➔ You will get two weeks to finish the Critical Review,
- ➔ The deadline is exactly two weeks from the last day of the lecture,
- ➔ Sometimes, the deadline may include an extra day or two, depends on when I open the thread for the assignment in my courses.
- ➔ You can double-check the deadline of the critical review in assessment,
- ➔ Plan your semester; accordingly, it often takes me and/or our two weeks to grade a Part.
- ➔ Finally, the last chance to choose a critical review is Part 11, so plan accordingly
- ➔ If you like the first grade, you do not need to submit the second one
- ➔ If you submit two, I will accept the highest one out of two.
- ➔ You can start your optional critical reviews with Part 3 and onwards
- ➔ Please ensure you cite your sources, even when paraphrasing, and give me a proper bibliography (not copy-pasting from the course outline). Failing to do so will incur a penalty that may reach (depends on the gravity of the situation) up to -50% of the critical review.

- ➔ Grade Distribution for a Critical Review include (30% to get the main argument right, 70% for analyzing the material.

Mid-Term In-Class Exam (20%): February 18, 2025

The Mid-Term is a closed-book in-class exam. The exam will be 1 Hour and 15 minutes. It is divided into two parts:

Short Questions (half to one-page questions):

These questions will include main themes or relevant concepts or events we covered in class and required readings. I will provide a list for you to choose from (possibly 3 out of 5 or 4 out of 6).

One Essay Question (one out of two essays).

This part will be an essay question that includes an in-depth question that requires you to compare different readings toward a theme. Depending on the question, you must recognize the main ideas needed for the answer and elaborate on the elements (or cite examples). If you have been preparing for the class materials, this question should be easy/

Final Exam Take-Home Exam 35%

To be announced through the exam office

The final exam will be uploaded to MyCourses, and you will have three days to complete the exam. The exam's date will be announced through McGill's Exam Office. I am also flexible on the dates since this is a take-home exam, and I understand the pressures of the Exam and Final Paper rush season. I will provide options for the dates if you are overwhelmed with two or more deadlines, excluding my course. The required materials will Cover Parts 7 to 14

Note: The Final exam will be in essay format, and you must choose 2 out of 4 questions. No team or group work is allowed for these exams. Also, seeking outside help (including A.I.) is considered cheating, and I will know if this happens since the exams are both heavily centered on my lectures and the themes I covered there. I will explain this topic in class.

Grading the Final Exam:

Similarly to the Critical Review, you need to understand the course materials. Depending on the question, you may be required to tackle detailed aspects of two or more readings or just general debates. You are also expected to read carefully the questions and realize how many sources you need to cite from the required readings. For example, if I ask you to compare scholars X and Y, you cannot simply use the arguments you see in the first few pages. In this case, the trees matter more than the forest. For general questions, some may require a forest rather than a tree. For example, if I ask you to tell me about Marxism, you won't get a good grade if you explain everything but class warfare.

Please see the FAQ page for uploading assignments and other features for MyCourses:
FAQs for students using myCourses: Assignments

PLEASE NOTE: Late work submitted without a doctor's note or severely unusual circumstances. will be accepted with a penalty of 10% per day late. Excuses without a doctor's note will not be accepted. Make-up assignments will be offered ONLY if a student misses an exam for a valid medical reason backed by a doctor's note.

Please Note (not a copy-paste mistake): If you are with me in two or more classes, please email me in case your exams exist in the same day.

REQUIRED COURSE MATERIALS

All readings will be posted on MyCourses. There is no course textbook for this course. All course materials, except possibly one book chapter, can be accessed online through the library. Several articles and book chapters that do not have a functioning permanent library link can also be accessed through my courses in Course Contents. I have highlighted the readings on MyCourses.

COURSE AND UNIVERSITY POLICIES

Procedure for contesting grades: Students who wish to contest a grade for any assignment must require it in writing (by email to the instructor) with the reasoning behind the request. The student must submit a page explaining where the grader (myself or the TA) missed the point and base it on a grading rubric or grading feedback. The student has one week to submit a grade dispute via Email.

Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offenses under the Code of Student Conduct and Disciplinary Procedures" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

Usage of ChatGPT and other content-generated AIs: This course does not allow any form of content-generated AI that produces students' work. The student must put in the effort for research and intellectual/writing work to complete the assignments without using Chat GPT or any other form of AI (ex., Grammarly Premium subscription essay writing…others). Failure to apply for such a role will fall into the category of 'Outside Help' and cheating. Please refer to the Cheating section in the Academic Integrity link below.

Please Check the Code of Conduct:
« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

Assessment: The Policy on Assessment of Student Learning (PASL) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.

Basic needs: If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

Special Needs: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities 514-398-6009 (See more data here: https://www.mcgill.ca/ugme/student-affairs/academic-support/office-students-disabilities).

Language of Submission"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Course Evaluations: Mercury course evaluations: Mercury course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students. Course evaluations are important so that your instructor receives feedback on his/her/their teaching style and course materials.

Copyright of Lectures*:* All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. ***You are not permitted to disseminate or share these materials***; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Online Etiquette Guidelines*:* The University recognizes the importance of maintaining teaching spaces that are **respectful and inclusive** for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action.

Note*:* In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. **Additional work privileges will not be granted.**

Content warning: Please be aware that some of the course content, especially as it relates to various forms of **violence and discrimination**, **may be disturbing** for some students. This content has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this. I will flag readings in the course outline to highlight a reading with a possibility of such language or place trigger warnings on the day of the lecture.

Recording privacy: I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in MyCourses to students registered in the course. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken.

Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the Office of Sustainability.

Land acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.
L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant

Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; wellness resources are available on campus, off campus, and online.

Workload management skills: If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services.

Course Readings and Schedule are in the next section

Part 1: Introduction
(Jan 7)

Introduction to the Course

Part 2: the First I.O. and Power in I.O.s in the 21st Century
(January 9)

Holsti, K.J. 1992. "Governance without Government, Polyarchy in 19th Century European International Politics," pp. 30-57 in J. Rosenau and E. Czempiel, eds., *Governance without Government*. Cambridge: Cambridge University Press

Barnett, Michael, and Martha Finnemore. 2005. *Rules for the World: International Organizations in Global Politics.* Ithaca: Cornell University Press.
➔ (Read Chapter 1: "Bureaucratizing the World," pp. 1 – 10.

January 14, 2025: last day for drop/add

Part 3: Diversity of Debates on International Organizations
(January 14 – 16)
Can start choosing your critical reviews

Louise, Mariele. and Lucille Maertens. 2021. *Why International Organizations hate Politics: Depoliticizing the World.* NY: Routledge. Read Chapter 1: "Asserting Expertise and Pledging Technical Solutions," pp. 37 – 53.

Mearsheimer, John. 1994/1995. "The False Promise of International Institutions," *International Securities* 19, no. 3: 5 - 49.

Barnett, Michael, and Raymond Duvall. 2023.. "International Organizations and the Diffusion of Power," pp. 60 – 72, in Thomas George Weiss and Rorden Wilkinson. Eds. 3rd Edition, 2023. *International Organization an Global Governance.* New York: Routledge.

Part 4: The Debates on the United Nations – Week 1
(January 21 – 23)

Voeten, Erik. 2005. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force, "International *Organization* 60, no. (Winter): 1 – 34.

Stedman, Stephen John. 2007. "UN Transformation in an Era of Soft Balancing," *International Affairs* 83, no. 5 (Sept.): 933 – 944.

Thompson, Alexander. 2006. "Coercion Through IOs: The Security Council and the Logic of Information Transmission," *International Organization* 60, no. 1 (Winter): 1 – 34.

Part 5: The United Nations: Source of Legitimacy and Order?
(January 28 – 30)

Hurd, Ian. 2002. "Legitimacy, Power, and the Symbolic Life of the UN Security Council," *Global Governance* 8, no. 1: 35 – 51.

Hurd, Ian. 2014. "The UN Security Council and the International Rule of Law," *The Chinese Journal of International Politics* 7, no. 3: 361 – 379.

Ku, Charlotte. 2018. "International Court of Justice," pp. 190 – 211, in Thomas G. Weiss and Sam Daws. 2nd Edition. Eds. *The Oxford Handbook on the United Nations.* Oxford University Press..

Part 6: Humanitarian Intervention and Peacekeeping
(February 4 - 6)

Autesserre, Severine. 2009. "Hobbes and the Congo: Frames, Local Violence, and International Intervention," *International Organizations* 63, no. 2 (Spring): 249 – 280.

Barnett, Michael. 2011. *Empire of Humanity.* Ithaca: Cornell University Press.
➔ Read Chapter 9: "Armed for Humanity," pp. 171 – 194.

Bellamy, Alexander. 2015. *The Responsibility to Protect: A Defense.* Oxford: Oxford University Press.
➔ Read Chapter 9: "Diplomacy, Peacekeeping, and the Distractions of Protection," pp. 170 – 186.

Finnemore, Martha. 2013. *The Purpose of Intervention: Changing Beliefs about the Use of Force.* New York: Cornell University Press.
➔ Read Chapter 3: "Changing Norms of Humanitarian Intervention," pp. 52 – 84.

Part 7: International Organizations & Human Rights
(February 11 – 13)

Finnemore, Martha, and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change," *International Organization* 52, no. 4: 887 – 917.

Finnemore, Martha. 2017 [1996]. *National Interests in International Society*: Cornell University Press.
➔ Read Chapter 3: "Norms and War: The International Red Cross and the Geneva Convention," pp. 69- 88.

Whitworth, Sandra. 10th Edition, 2018 [1997]. *Feminism and International Relations.* Palgrave Macmillan Limited. Read Chapter 5: "The International Labor Organization," pp. 119 – 152.

February 18, 2025: In-Class Mid-Term (Part 2 – Part 6)

Part 8: The World Trade Organization: Week 1: History and Processes of the WTO
(Feb. 20, 2025)

Bown, Chad P. 2010. *Self-Enforcing Trade: Developing Countries and the WTO Dispute Settlement.* Washington D.C.: Brookings Institution Press. Read Chapter 1: "The WTO and GATT: A Principled History," pp. 10 – 21

Barton, John H, Judith L. Goldstein, Timothy E. Josling, and Richard H. Steinberg. 2010. *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO.* Princeton: Princeton University Press. Read Chapter 3: "The Politics of the GATT/WTO Legal System: Legislative and Judicial Processes," pp. 61 – 90

Part 9: The World Trade Organization: Week 2: TRIPS & WIPO
(February 25- 27)

Dinwoodie, Graeme B. and Rochelle Dreyfuss. 2012. *A Neo-Federalist Vision of TRIPS: The Resilience of the International Intellectual Property Regime.* Oxford: Oxford University Press.

➔ Read Chapter 2: "The History and Character of TRIPS: How it Shapes the Contemporary Debate," pp. 21 – 46.

Zuijdwijk, Ton. 2022. "TRIPS and COVID-19 Vaccines: The New WTO TRIPS COVID-19 Waiver," *Global Trade and Customs Journal* 17, no. 11/12: 452 – 463.

Shiva, Vandana. 2001. *Protect or Plunder? Understanding Intellectual Property Rights.* Halifax: Fernwood. Read Chapter 1: "Role of Patents in History," pp. 11 – 21.

Shiva, Vandana. 2020. "*Reclaiming the Commons Diversity: Traditional Knowledge, and the Rights of Mother Earth.* La Vergne: Synergetic Press.

➔ Read Chapter 2: TRIPS, Biodiversity, Section 3(j) of India's Patent Act,"

Winter Reading Break: March 3 to 7 (no classes on March 3 & 5)

Part 10: The International Monetary Fund
(March 11 - 13)

Chen, Joyce. 2014. "Neo-Colonialism and the IMF," *Harvard Political Review* 21 October 2021: https://harvardpolitics.com/neocolonialism-imf/

Stiglitz, Joseph. 2002. *Globalization and its Discontent.* New York: W.W. Norton. Read Chapter 3: "Freedom to Choose?" pp. 53 – 88.

McDowell, Daniel. 2016. *Brother, Can you Spare a Billion? The United States, the IMF, and the International Lender of Last Resort.* New York: Oxford University Press.

➔ Read Chapter 7: "The United States as an ILLR during the Great Panic of 2008 – 2009," pp. 139 – 174.

Rodrik, Dani. 2007. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth.* Princeton: Princeton University Press. Read Chapter 9: "Globalization for Whom?" pp. 237 – 242.

Part 11: The World Bank Debates:
(March 18 - 20)

George, Susan. 2019. *Faith and Credit: The World Bank's Secular Empire.* Milton: Routledge.

➔ Suggested Reading Chapter 1: "In the Beginning…," pp. 21 – 36.

➔ Read Chapter 7: "Governance: The Last Refuge?" pp. 142 – 161.

Weaver, Catherine. 2007. "The World's Bank and the Bank's World," *Global Governance* 13, no. 4: 493 – 512.

Stiglitz, Joseph, and Kenta Tsuda. 2007. "Democratizing the World Bank: An Interview with Kenta Tsuda." *Brown Journal of World Affairs* 13, no. 2: pp. 79 – 86.

Part 12: The European Union: Week 1
(March 25 - 27)

Yesilada, Birol A. and David M. Wood. 5th Edition. *The Emerging European Union.* London: Routledge.

➔ Read Chapter 4: "The Single European Act and the Maastricht Treaty," pp. 40 – 54.

Schimmelfennig, Frank. 2003. *The EU, NATO, and the Integration of Europe.* Cambridge: Cambridge University Press.

➔ Read Chapter 5: "Eastern Enlargement and the Western International Community," pp. 77 – 111.

Jacquot, Sophie. 2023. "EU Gender Equality Policy and the Progressive Dismantling of Feminist Governance?" pp. 311 – 322, in Marian Sawer,Lee A Banzsak, and Jacqui True. Eds. 2023. *Handbook of Feminist Governance.* Northampton: Edward Elgar Publishing.

Suggested Reading for those who are new to the EU:

Usherwood, Simon, John Pinder. 4th Edition, 2018. *The European Union: A Very Short Introduction.* Read Chapter 2: for its History, or Chapter 3: for EU Governance

Part 13: The EU in Action: Week 2
(April 1 - 3)

Rosato, Sebastian. 2011. "Europe's Troubles: Power Politics and the State of the European Project." *International Security* 35, no. 4: 45-86.

Larres, Klaus. 2020. "Trump's Trade Wars: America, China, Europe and Global Disorder," *Journal of Transatlantic Studies* 18, no. 1:103 – 129.

Matysek-Jedrych, Anna, and Katarzyna Mroczek-Dqbrowska. 2021. "The UK versus Brexit," pp. 7 – 24, in Marian Gorynia, Barbara Jankowska, and Katarzyna Mroczek-Dabrowska. Eds. 2021. New York: Routledge.

Part 14: April 8, 2025: NATO

Lake, David. 2001. "Beyond Anarchy: The Importance of Security Institutions." *International Security* 26, no. 1: 129-160.

Mckay, James. 2021. "Canada and NATO," p. 33 – 46, in Michele Testoni. Eds. 2021. *NATO and Transatlantic Relations in the 21st Century:* Foreign and Security Policy Perspectives. New York. Routledge.