

**POLITICAL SCIENCE (POL S) 328  
INTERNATIONAL ORGANIZATIONS**

Winter 2021

Offered Via Remote Learning

Professor: Geoffrey Wallace

Email: [gprwall@uw.edu](mailto:gprwall@uw.edu) (preferred method of contact)

Course Website: On Canvas (<https://canvas.uw.edu>)

Teaching Assistants (TAs): See course website for sections, office location, and office hours.

- Jihyeon Bae ([jihyeonb@uw.edu](mailto:jihyeonb@uw.edu))
- Inhwon Ko ([inhwanko@uw.edu](mailto:inhwanko@uw.edu))

**Course Description**

International organizations (IOs), such as the United Nations, the International Monetary Fund, the International Criminal Court, and the World Health Organization, have become increasingly prominent across a wide range of domains in world affairs. Though states are sovereign actors in the international system, they often choose to surrender some of their authority to these international institutions. Why do IOs exist in the first place? Why do states create and join IOs? What are the ways in which IOs can influence interests and outcomes in the international arena?

This course investigates the origins, design, operation, and consequences of IOs in world politics. It is recommended (but not required) that students have taken POL S 203 (Introduction to International Relations) or an equivalent before enrolling in this course. Students will develop both a theoretical and empirical understanding of IOs and the global problems they are intended to address. Examples will be drawn from both historical and contemporary eras, and will cover issues including international security, political economy, human rights, health, and the environment.

By the end of this course, students will demonstrate the ability to:

- Identify and explain the main cooperation problems and challenges that international organizations are intended to address.
- Compare and contrast different international organizations, in particular their origins, structures, strategies of action, and effectiveness.
- Apply theories of international organizations to historical and contemporary events.
- Improve writing skills through course readings and written assignments.

All information in the syllabus, as well as additional readings, assignments, and announcements can be found on the Canvas course website at <https://canvas.uw.edu>. It is students' responsibility to check the website on a frequent basis, since this is where all course-related information and developments will be posted.

**\*\*Important Note\*\***: By enrolling in this course, students acknowledge that they have read, understand, and agree to follow **ALL** of the requirements, policies, and procedures laid out in this syllabus.

## **Class Meeting and Course Format**

Due to the pandemic, this class is being conducted remotely. Students will be facing very different circumstances – some will be on campus, while others will be at home or elsewhere, which could involve another country. Obligations may also differ in terms of childcare or care for other family members, work, or other concerns that may not always be predictable. Taking into account different situations and to maximize flexibility while still fostering a collaborative and engaging learning environment, the main components of the course will be organized as follows.

- Lectures: All lectures will be *asynchronous*, meaning lecture videos for each topic will be posted online at regular intervals each week. Videos can be viewed at a time that is most convenient for the student, but should be watched in conjunction with assigned readings and before the relevant weekly quiz section meeting.
- Quiz Sections: All quiz sections will be *synchronous*, meaning TAs will host a discussion via Zoom at the section's designated meeting time (meetings will not be recorded to minimize student privacy concerns). Further details on the purpose and structure of section can be found below under Course Requirements.
- Office Hours: Office hours and any other appointments with either the instructor or TAs will be conducted via Zoom. Information on links and times will be available on Canvas.

## **International Connectivity (including VPNs, etc.)**

The following link contains important information from UW IT about international access to online learning technologies: <https://itconnect.uw.edu/learn/tools/international-availability/>.

## **Guidance for Students Taking Courses Outside of the United States**

The University of Washington community is committed to academic freedom. The curriculum includes topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

## **Readings**

There are no required books for purchase. Readings will draw from a variety of journal articles and book chapters, which will be posted to the Canvas course website. The reading load is quite substantial and often verges on around 100 pages per week. Many of the readings are also quite challenging both theoretically and empirically, which means they cannot be skimmed and students should plan ahead accordingly.

Students are also expected to keep up with current international events through daily reading of the *New York Times*, which will be incorporated into lectures and quiz sections. A discounted digital or hard copy subscription is available at [www.nytimes.com/uwashington](http://www.nytimes.com/uwashington).

## Course Requirements

Students are expected to watch all lectures and attend all quiz sections, and come prepared by doing all assigned readings beforehand. Lecture notes will not be provided by the instructor or TAs.

Final grades for the course are determined by the following components (information about each assignment will be provided closer to the deadline).

- Paper #1 (25%) due 11:59pm on Sunday, 1/31
- Paper #2 (25%) due 11:59pm on Sunday, 2/21
- Paper #3 (25%) due 11:59pm on Sunday, 3/14
- Section Participation (25%)

### *Section Participation*

Because this is a large course, quiz sections provide the best opportunity to engage with your peers and discuss the course material and issues related to world politics. In the aim of making this experience rewarding for everyone involved, full and thoughtful participation is necessary. Section activities will include analyzing the readings and lecture material, policy debates, and applying course themes to current events. TAs will evaluate students based on the quantity *and* quality of their participation. Further details on the structure and expectations for section will be provided separately by your TA. Meeting times for quiz sections are available on the university time schedule.

Given the unusual circumstances, attendance at discussion section may be particularly challenging for some students. Students who anticipate that they will not be able to attend section on a recurring basis, or who believe that joining via Zoom will cause a particular hardship, should contact the instructor and their TA to determine if it is possible to make alternate arrangements. *Any such requests must be made within the first two weeks of the quarter.*

## Grading Scale

The 4.0 scale used in this course will be posted to Canvas before the first assignment. Graded assignments will be returned including both a letter grade, percentage point total out of 100, and corresponding score on the 4.0 scale.

*\*A Note Regarding the Evaluation of Writing Assignments (e.g. response memo; policy recommendation)*

- Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument/thesis statement; comprehensive synthesis and analysis of the course material; straightforward yet sophisticated organization of thoughts and error-free prose.
- Written work in the **B** range is characterized by sound, original, and reasonably thoughtful argument/thesis statement; competent analysis of various course material, logical organization; and clear and error-free prose.
- Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument/thesis statement; partial, inconsistent, or faulty analysis of course material; convoluted organization; and awkward, or otherwise distracting prose.
- Written work in the **D** range is characterized by an incoherent or extremely confusing argument; superficial or fleeting engagement with the course material; chaotic or irrational organization; and error-riddled prose.
- Written work that lacks any argument or analysis and is sloppy, earns an **F**.

Please make sure to put time and care into your writing, as the instructor/TA have given out all of these grades in the past.

### **Late Penalties and Extensions**

Any assignment turned in after the deadline without an authorized extension will be penalized 10% per day (24-hour period), or any part thereof. No papers will be accepted after 72 hours from the original deadline. It is your responsibility to ensure assignments are properly submitted. Given the severity of the late penalty, it is rarely in a student's interest to work on a paper more and turn it in late.

Given the unusual circumstances, extension requests will be considered but will require appropriate documentation. For paper extensions, this condition should have spanned much of the time when a student could have worked on the assignment. Students are required to notify their TA well ahead of the assignment deadline or date of the exam. Any paper extension or make-up exam must be completed prior to the assignment being returned to the class. Only after written confirmation from the instructor or TA should a student consider that an extension has been granted.

### **Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **Grading Policy and Appeals**

Appeals must be made at least 24 hours after, but within one week, of when the exam or assignment was originally returned to the class, or the grade posted online. Appeals simply asking for more points will not be considered. Requests for verbal appeals, or a point-by-point postmortem of exams or other assignments, will also not be considered. To make an appeal, students are required to write a typed memo (no longer than 1 page single-spaced in 12-point Times New Roman font with 1-inch margins) clearly explaining the reasons why they feel the grade they received was inappropriate. Students must submit the memo along with the original graded assignment to their TA, who will re-grade the assignment. If the student is still not satisfied, they may then submit a separate written appeal to the instructor who will then issue a final grade for the assignment. The memo, assignment, and the TA's response to the original appeal must be submitted to the instructor within three days of receiving the appeal decision from their TA. Please note, however, that both the TA and the instructor reserve the right to re-grade the *entire* assignment once an appeal is made, which may result in an increase *or decrease* from the original grade.

### **Accessibility**

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you should likewise contact DRS at 206-543-8924, email [uwdrs@uw.edu](mailto:uwdrs@uw.edu), or online at <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are

established through an interactive process between you, your instructor, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

No alternative accommodations will be granted in this course without documentation from DRS. Students interested in obtaining accommodations should thus make appropriate arrangements with DRS as soon as possible in the quarter.

### **Academic Misconduct**

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the following (WAC 478-120-024).

**Academic misconduct** includes:

- (a) **“Cheating,”** which includes, but is not limited to:
  - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
  - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **“Falsification,”** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **“Plagiarism,”** which is the submission or presentation of someone else’s words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
  - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
  - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another’s academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask the instructor. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism, general advice on writing, and related issues of academic integrity: <http://depts.washington.edu/pswrite/index.html>.

### **Acknowledgement of Course Material Content**

All of the assigned materials for this course (lectures, readings, films, discussion) are directly relevant to its central theme – international organizations and global governance. The assigned materials are all widely recognized as important scholarly or cultural works. The assigned articles and books have appeared in some of the highest ranking academic journals, or published with prestigious presses. The films or video clips that may be shown in class have received critical praise and, in many cases, been nominated for major cinematic awards.

Students who intend to take this class should be aware, however, that a number of the assigned works contain adult themes and language. In some cases these depictions, which may be sexual or violent in nature, are central to the issues raised in the course; in other cases they are more peripheral but still part of the author or creator’s vision. Students are responsible for all of the assigned material in the course, even those portions they may find objectionable due to the content described above. Students who believe that exposure to such content will detract from their ability to absorb and understand the required course materials, or complete assignments, are encouraged to drop the class.

By remaining in this course, students acknowledge that the professor has alerted them to the adult themes and language present in some of the assigned material for this course. Students have been advised that if such content will interfere with their ability to learn, they should drop this class. Finally, students recognize that by remaining in this class they are responsible for all of the required materials, even those that they might find offensive.

### **Classroom Expectations**

Some of the material covered in this course may be controversial. While debate is expected and in fact encouraged, students are required to conduct themselves in a professional manner at all times. Instances of aggressive or other improper behavior toward other students, TAs, or the instructor, which is in contravention of the university’s Student Conduct Code will be reported to the Office of Community Standards & Student Conduct (for further information, see <https://www.washington.edu/cssc/>).

Students are expected to arrive on time and ready to start class and quiz sections. We have a very short period of time for each meeting, and it is disrespectful to the instructor/TA and your fellow classmates to show up late. All disruptive behavior is not permitted during class, including but by no means limited to sleeping, talking outside of regular class discussion, and insulting classmates and/or the instructor. Eating is permitted as long as it does not disrupt others.

### **Questions and Communication**

If you have any straightforward administrative or logistical questions not of a personal nature (e.g. readings for the week; location of exam, etc.), please consult the website and syllabus first, and then email your TA if you are still uncertain. *Please email from an @uw.edu email address.* Answers to most such questions are often on the website or syllabus. If you still cannot obtain an adequate answer, email the instructor. Email is the preferred form of contact for these matters.

All e-mail related to the course should begin with the Subject Heading “POL S 328: ...” Substantive questions related to course material will not be answered via email – instead, please see your TA or instructor during office hours or make an appointment.

Expect a reply from the instructor to emails within 24 hours, excluding weekends. The instructor will not respond to emails with questions whose answers are found in the syllabus or on the course website. If you do not receive a reply within 24 hours, assume that the answer to your question is provided in the available course resources.

### **Self-Care**

Undergraduate studies are hard enough in normal times, but these are unfortunately not normal times. We are currently living through a global pandemic, heightened economic uncertainty, a period of renewed attention domestically and internationally to racial injustice, and an intensely polarized political environment.

The Counseling Center and Hall Health are excellent resources on campus that many UW students utilize. Students may get help with study skills, career decisions, substance abuse, relationship difficulties, anxiety, depression, or other concerns.

- Counseling Center – <https://www.washington.edu/counseling/>
- Hall Health – <https://wellbeing.uw.edu/unit/hall-health/>

### **Course Schedule**

The following is a schedule of topics and readings for the course. The schedule is subject to change based on the pace of the class. The instructor will clearly announce any changes. Please also be aware that listings for assigned readings may be split across pages.

## **Part I: Overview and Setting the Scene of IOs in World Politics**

### **Week 1**

M 1/4: Introduction and Overview – State Sovereignty, IOs, and Global Governance

- Armstrong, David, Lorna Lloyd, and John Redmon. 2004. Ch.1 “The Rise of International Organisation.” In *International Organisation in World Politics*. New York, N.Y.: Palgrave Macmillan. Excerpt 1-10.
- Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” (4 pgs).
  - Note: This article provides a foundation for more effectively reading and understanding many of the subsequent readings in the course.

W 1/6: What are IOs Anyway?

- Volgy, Thomas J., Elizabeth Fausett, Keith A. Grant, and Stuart Rodgers. 2008. “Identifying Formal Intergovernmental Organizations.” *Journal of Peace Research* 45(6): 849-862.
- Hurd, Ian. 2014. Ch.2 “Theory, Methods, and International Organizations.” In *International Organizations: Politics, Law, and Practice*. Cambridge: Cambridge University Press. (15-40).

### **Week 2**

M 1/11: Why do States Create and Join IOs?

- Oye, Kenneth A. 1985. “The Conditions for Cooperation in World Politics.” In *International Politics: Enduring Concepts and Contemporary Issues (10<sup>th</sup> Edition)*. Robert J. Art and Robert Jervis, eds. New York, N.Y.: Longman. 79-92.

- Abbott, Kenneth W., and Duncan Snidal. 1998. "Why States Act through Formal International Organizations." *Journal of Conflict Resolution* 42(1): 3-32.

## Part II: Delegation, Design, & Decision-Making

### W 1/13 IOs as Bureaucracies – Pathologies and Organizational Culture

- Barnett, Michael. 2002. "Chronology of Rwandan Conflict and United Nations' Security Agenda." In *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, N.Y.: Cornell University Press. 183-192.
- Barnett, Michael and Martha Finnemore. 2004. Ch.5 "Genocide and the Peacekeeping Culture at the United Nations." In *Rules for the World: International Organizations in Global Politics*. Ithaca, N.Y.: Cornell University Press. 121-155.
- Film Screening – *Ghosts of Rwanda* (PBS Frontline, 2004). (Around 2 hours). Available for streaming online through UW Libraries. See Canvas for further instructions.
  - Note: this film will figure prominently in Paper #1.

### Week 3

M 1/18: **\*\*\*No Class – Martin Luther King Jr. Day\*\*\***

### W 1/20: Delegation – Principal-Agent Problems

- Gutner, Tamar. 2017. Ch.5 "The World Bank." In *International Organizations in World Politics*. Los Angeles, C.A.: Sage Publications. 83-109.
- Nielson, Daniel L. and Michael J. Tierney. 2003. "Delegation to International Organizations: Agency Theory and World Bank Environmental Reform." *International Organization* 57(2): 241-276.

### Week 4

M 1/25: Institutional Design – Bargaining, Negotiation, and Formation

- Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "The Rational Design of International Institutions." *International Organization* 55(4): Excerpt 761-780.
- Barnett, Michael, and Liv Coleman. 2005. "Designing Police: Interpol and the Study of Change in International Organizations." *International Studies Quarterly* 49(4): 593-619.

W 1/27: Decision-Making Within IOs – The United Nations I

- Rittberger, Volker and Bernhard Zangl. 2006. Ch. 6. "Decision-Making in International Organizations: The Conversion Process." In *International Organization: Polity, Politics and Policies*. New York, N.Y.: Palgrave Macmillan. 88-101.
- Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles. 2015. Ch.4 "The United Nations: Centerpiece of Global Governance." In *International Organizations: The Politics and Processes of Global Governance*. Boulder, C.O.: Lynne Rienner. Excerpt 109-140.

**\*\*\*Paper #1 due by 11:59pm on Sunday, 1/31\*\*\***

## Week 5

### M 2/1: Decision-Making Within IOs – The United Nations II

- *The Economist*. 2011. “Thinking the UNthinkable.” (November 11).
- Mahbubani, Kishore. 2016. “Council Reforms and the Emerging Powers.” In *The UN Security Council in the 21<sup>st</sup> Century*. Sebastian von Einsiedel, Davis M. Malone, and Bruno Stagno Ugarte, eds. Boulder, C.O.: Lynne Rienner. 157-173.
- Hurd, Ian. 2008. “Myths of Membership: The Politics of Legitimation in UN Security Council Reform.” *Global Governance* 14(2): 199-217.

### W 2/3: Money Matters – The Politics of Budgets and Financing

- Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles. 2015. Ch.4 “The United Nations: Centerpiece of Global Governance.” In *International Organizations: The Politics and Processes of Global Governance*. Boulder, C.O.: Lynne Rienner. Excerpt 154-158.
- Cooley, Alexander, and James Ron. 2002. “The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action.” *International Security* 27(1): 5-39.

## Part III: IOs in Action – Functions Facilitating Compliance and Enforcement

## Week 6

### M 2/8: Information and Monitoring

- Thompson, Alexander. 2006. “Screening Power: International Organizations as Informative Agents.” In *Delegation and Agency in International Organizations*. Darren G. Hawkins, David A. Lake, Daniel L. Nielson, and Michael J. Tierney, eds. Cambridge, U.K.: Cambridge University Press. 229-254.
- Vreeland, James R. 2007. Ch.1 “What is the IMF?” In *The International Monetary Fund: Politics of Conditional Lending*. New York, N.Y.: Routledge. Excerpt 5-25.
- Listen to *Freakonomics* Podcast. 2017. “Not Your Grandmother’s I.M.F.” (December 13). <http://freakonomics.com/podcast/not-grandmothers-m-f/>. (About 40 minutes).

### W 2/10: Legitimacy and Laundering

- Claude, Inis L. 1966. “Collective Legitimation as a Political Function of the United Nations.” *International Organization* 20(3): 367-379.
- Vreeland, James R. 2007. Ch.3 “Why do Governments Participate in IMF Programs?” In *The International Monetary Fund: Politics of Conditional Lending*. New York, N.Y.: Routledge. 50-72.

## Week 7

### M 2/15: \*\*\*No Class – Presidents’ Day\*\*\*

### W 2/17: Power and Coercion

- Lloyd Gruber. 2000. Ch.2 “Collective Action and Mutual Gain” (Excerpt 27-32) and Ch.3 “Winners and Losers: The Case for Theoretical Reorientation” (33-57). In *Ruling the World: Power Politics and the Rise of Supranational Institutions*. Princeton, NJ: Princeton University Press.
  - Note: don’t get bogged down in some of the formal models; focus on main argument and implications.

- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47(3): 427-439.

**\*\*\*Paper #2 due by 11:59pm on Sunday, 2/21\*\*\***

## Week 8

M 2/22: Socialization and Persuasion

- Keck, Margaret and Kathryn Sikkink. 1999. "Transnational Advocacy Networks in International and Regional Politics." *International Social Science Journal* 51(159): 89-101.
- Finnemore, Martha. 1996. Ch.3 "Norms and War: The International Red Cross and the Geneva Conventions." In *National Interests in International Society*. Ithaca, N.Y.: Cornell University Press. 69-88.

W 2/24: Focal Points and Standard Setting

- Council on Foreign Relations. 2020. "What Does the World Health Organization Do?" (13 pages).
- Oliver, John. 2020. "The World Health Organization." *Last Week Tonight*. <https://www.youtube.com/watch?v=7g0Jh4h5E1E>. (About 20 minutes).
- Garrett, Laurie. 2015. "Ebola's Lessons: How the WHO Mishandled the Crisis." *Foreign Affairs* 94(5): 80-107.

## Week 9

M 3/1: Adjudication and Judicialization

- Alter, Karen J. 1998. "Who are the 'Masters of the Treaty'? European Governments and the European Court of Justice." *International Organization* 52(1): 121-147.
- Pease, Kelly-Kate S. 2012. "International Criminal Law." In *International Organizations*. New York, N.Y.: Longman. Excerpt 288-299.
- International Criminal Court. *Understanding the International Criminal Court*. Excerpt 3-15.

## Part IV: Organizational (d)Evolution and Looking Forward

W 3/3: Adaptation, Death, and...Zombies

- Wallander, Celeste A. 2000. "Institutional Assets and Adaptability: NATO after the Cold War." *International Organization* 54(4): 705-735.
- Thies, Wallace J. 2012. "Is the EU Collapsing?" *International Studies Review* 14(2): 225-239.
- Listen to NPR's *Planet Money* Podcast. 2016. "50 Ways to Leave Your Union." (December 21). <http://www.npr.org/sections/money/2016/12/21/506502394/episode-743-50-ways-to-leave-your-union>. (About 20 minutes).

## Week 10

M 3/8: Putting it All Together and Gaming the System – The International Organization of Sports

- Poast, Paul D. 2007. "Winning the Bid: Analyzing the International Olympic Committee's Host City Selections." *International Interactions* 33(1): 75-95.

- Zimbalist, Andrew. 2016. Ch.1 “What’s Wrong with the Olympics and the World Cup?” In *Circus Maximus: The Economic Gamble Behind Hosting the Olympics and the World Cup*. Washington, D.C.: Brookings Institution Press. 1-7.

W 3/10: The Future of Global Governance and Wrapping Up – Challenges, Opportunities, and...is a World State Possible (or Inevitable)?

- Rittberger, Volker and Bernhard Zangl. 2006. Ch. 12. “Between a World State and International Anarchy: Global Governance.” In *International Organization: Polity, Politics and Policies*. New York: Palgrave Macmillan. 88-101.
- Craig, Campbell. 2008. “The Resurgent Idea of World Government.” *Ethics & International Affairs* 22(2): 133-142.

**\*\*\*Paper #3 due by 11:59pm on Sunday, 3/14\*\*\***

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