

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

| | |
|---|-----------------------------|
| Course Title: | International Organisations |
| Course Code: | AIS5049 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: (Course Code and Title) | Nil |
| Precursors: (Course Code and Title) | Nil |
| Equivalent Courses: (Course Code and Title) | Nil |
| Exclusive Courses: (Course Code and Title) | Nil |

Part II Course Details

1. Abstract

AIS 5049: International Organisations aims to ground Masters students in the theories, practices, problems, and possible futures of international organisations. The course pays attention to both an alphabet soup of specific organisations both past and present (ADB, AIIB, APEC, ASEAN, BRICS Bank, G7, G20, GATT/WTO, IMF, NATO, UN, WB), as well as the broader context of shifting dynamics in the post-1945 world order and problems in global governance, especially after the 2008-2009 global financial crisis. The course is divided into four themes, with three weeks devoted to each theme: 1) Theories of International Organisations (Liberalism & Realism; Constructivism & Marxism; Unipolarity vs. Multipolarity); 2) International Organisations in Focus (International Trade & Monetary Regimes; Global Governance; International Organisations and East Asia); 3) Problems for International Organisations (Global Poverty; Environment; War); and 4) The Future of International Organisations (The Post-2008 World is Multipolar: The Rise of China-Centered International Organizations; The Post-2008 World Remains American-Centered; NGOs and International Organisations from Below).

Course Aims:

This course aims to not only ground students in the different theoretical paradigms in International Relations and learn to apply them to an understanding of international organisations in the post-1945 period, but also to relate these theories and debates to core issues and problems of contemporary world order. The course also aims to instil a daily habit of critical analysis and self-reflection through weekly assessments (think pieces, class discussion, and presentations), as well as to advance skills in researching and writing a significant paper, and public speaking and debate. By the end of this course, students will have argued and supported various opinions and perspectives on some of the most pressing issues of our age, and their relation to international organisations.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Understand and critically analyse, compare, and contrast the various theories of international organisations in world order. | 25% | √ | √ | |
| 2. | Have an increased awareness of and formulate one's opinions on the practices and problems of the most important international organisations (past, present, and possible futures) and their roles and positions in world order. | 20% | √ | √ | |
| 3. | Be able to effectively communicate verbally one's opinions on the various issues surrounding international organisations, and more generally improve public speaking and discussion skills. | 20% | √ | √ | √ |
| 4. | Write an advanced and original research paper on an important issue concerning international organisations. | 35% | √ | √ | √ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|-----|---|----------|---|---|---|--|--|----------------------------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | Seminars on successive topics in the course | √ | √ | | | | | Average 2 hours |
| 2 | Student Presentation and Guided Discussion | √ | √ | √ | | | | Average 1 hour |
| 3 | Weekly Readings | √ | √ | | | | | Average 4 hours |
| 4 | Weekly Think Piece | √ | √ | | √ | | | Average 20 minutes |
| 5 | Paper Proposal; Research Paper | √ | √ | | √ | | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|---|----------|---|---|---|--|--|-----------|-------------|
| | 1 | 2 | 3 | 4 | | | | |
| Continuous Assessment: 100 % | | | | | | | | |
| Class Participation | √ | √ | √ | | | | 5% | |
| Think Piece (1 page x10) | √ | √ | | | | | 25% | (2.5% each) |
| Class Presentation (10min) and Guided Discussion (6min) | | | √ | | | | 20% | |
| Essay Proposal (200 word Abstract, 5 Key Words, Annotated Bibliography with 5 Academic Sources) | | | | √ | | | 10% | |
| Research Paper (5,000-6,000 words) | √ | √ | | √ | | | 40% | |
| Examination: 0 % (duration: , if applicable) | | | | | | | | |
| | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|--|--|---|--|---|---|--|
| 1. Class Participation (5%) | Quantity & Quality | The most active & excellent participation in class | Above average participation | Average participation | Below average participation | Barely said anything all semester |
| 2. Think Piece (1 page x10) (25%) | Roughly 1 page weekly | Demonstrates excellent critical thinking & discovery-enriched analysis | Demonstrates above average critical thinking & discovery-enriched analysis | Demonstrates average critical thinking & discovery-enriched analysis | Demonstrates below average critical thinking & discovery-enriched analysis | Demonstrates hardly any critical thinking & discovery-enriched analysis |
| 3. Class Presentation (10min) and Guided Discussion (6min) (20%) | c.10min presentation & 6min guided discussion | Excellent critical analysis & originality, excellent understanding of readings; excellent guided discussion | Above average critical analysis & originality, understanding of readings; guided discussion | Average critical analysis & originality, understanding of readings; guided discussion | Below average critical analysis & originality, understanding of readings; guided discussion | Barely any critical analysis & originality, understanding of readings; guided discussion |
| 4. Essay Proposal (10%) | 200 word Abstract, 5 Key Words, Annotated Bibliography with 5 Academic Sources | Excellent research topic, design & preliminary research | Above average research topic, design & preliminary research | Average research topic, design & preliminary research | Below average research topic, design & preliminary research | Very poor research topic, design & preliminary research |
| 5. Research Paper (5,000-6,000 words) (40%) | 5,000-6,000 words | Excellent critical analysis of a clear topic; argument with excellent evidence; well organized | Above average critical analysis of a clear topic; argument with above average evidence; well organized | Average critical analysis of a topic; argument with some evidence; well organized | Below average critical analysis of a topic; argument with inadequate evidence; not well organized | Hardly any critical analysis of a topic; hardly any argument with evidence; poorly organized |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

International Organisations; Global Governance; Intergovernmental Organisations; World Order; Liberalism; Realism; Constructivism; Marxism/Critical Approaches; Asian Development Bank; Asian Infrastructure Investment Bank; Baa Forum; Bretton Woods Institutions; International Monetary Fund; World Bank; G7; G20; United Nations; Unipolarity; Multilateralism; BRICS; Non-Governmental Organizations; World Economic Forum; World Social Forum; Transnational Social Movements; 2008-2009 Global Financial Crisis; International Trade and Monetary Regimes.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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|-----|---|
| 1. | Mearsheimer, John (1994-1995) <i>The False Promise of International Institutions</i> in <i>International Security</i> 19, 3: 5-49. |
| 2. | Keohane, Robert and Lisa Martin (1995) <i>The Promise of Institutional Theory</i> in <i>International Security</i> 20, 1 (1995): 39-51. |
| 3. | Beeson, Mark and Stephen Bell (2009) <i>The G-20 and International Economic Governance: Hegemony, Collectivism, or Both?</i> in <i>Global Governance</i> 15: 67-86. |
| ... | |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Cox, Robert (1992) <i>Multilateralism and World Order</i> in <i>Review of International Studies</i> 18, 2 (April): 161-180. |
| 2. | Weiss, Thomas and Rorden Wilkinson, eds. (2014) <i>International Organizations and Global Governance</i> New York: Routledge. |
| 3. | Drezner, Daniel (2014) <i>The System Worked: How the World Stopped Another Great Depression</i> Oxford: Oxford University Press. |
| ... | |

Selected Readings:

Goldsmith, John and Stephen D. Krasner (2003) *The Limits of Idealism* in *Daedalus* 132, 1: 47-63.

Barnett, Michael and Martha Finnemore (1999) *The Politics, Power, and Pathologies of International Organizations* in *International Organization* 53, 4: 699-732.

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

Ruggie, John (1982) *International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic System* in *International Organization* 36, 2: 379-415.

Ruggie, John (1998) *What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge* in *International Organization* 52, 4: 855-85.

Weiss, Thomas (2000) *Governance, Good Governance and Global Governance: Conceptual and Actual Challenges* in *Third World Quarterly* 21, 5: 795-81.

Wendt, Alexander (1992) *Anarchy is What States Make of It: The Social Construction of Power Politics* in *International Organization* 46, 2: 391-425.

Beeson, Mark and Stephen Bell (2009) *The G-20 and International Economic Governance: Hegemony, Collectivism, or Both?* in *Global Governance* 15: 67-86.

Beeson, Mark (2013) *Can China lead?* in *Third World Quarterly* 34, 2: 235-52.

Hampson, Fen Osler and Paul Heinbecker (2011) *The "New" Multilateralism of the Twenty-First Century* in *Global Governance* 17, 3 (July-Sept.): 299–310.

Wade, Robert (2011) *Emerging World Order? From Multipolarity to Multilateralism in the G20, the World Bank, and the IMF* in *Politics & Society* 39, 3: 347–378.

Woods, Ngaire (2010) *Global Governance after the Financial Crisis: A New Multilateralism or the Last Gasp of the Great Powers?* in *Global Policy* 1, 1 (January): 51-63.

Wade, Robert (2011) *Emerging World Order? From Multipolarity to Multilateralism in the G20, the World Bank, and the IMF* in *Politics & Society* 39, 3: 347–378.

Vreeland, James Raymond (2007) *The Politics of IMF Conditional Lending* in *World Economics* 8, 3: 185-193.

Busch, Marc and Eric Reinhardt (2003) *Developing Countries and GATT/WTO Dispute Settlement* in *Journal of World Trade* 37, 4: 719-735.

Busch, Marc and Eric Reinhardt (2006) *Three's a Crowd: Third Parties and WTO Dispute Settlement* in

World Politics 58, 3: 446-477.

McNamara, Kathleen (2008) *A Rivalry in the Making? The Euro and International Monetary Power in International Political Economy* 15, 3: 439-459.

Busch, Marc (2007) *Overlapping Institutions, Forum Shopping, and Dispute Settlement in International Trade in International Organization* 61, 4: 735-761.

Voeten, Erik (2000) *Clashes in the Assembly in International Organization* 54, 2: 185-215.

Lim, Daniel Yew Mao and James Raymond Vreeland (2013) *Regional Organizations and International Politics: Japanese Influence Over the Asian Development Bank and the UN Security Council in World Politics* 65, 1: 34-72.

Acharya, Amitav (August 15, 2007) *ASEAN at 40: Mid-Life Rejuvenation?* in *Foreign Affairs*
<http://www.foreignaffairs.com/articles/64249/amitav-acharya/asean-at-40-mid-life-rejuvenation>

Andersen, Thomas Barnebeck, Henrik Hansen, and Thomas Markussen (2006) *US Politics and World Bank IDA-Lending in Journal of Development Studies* 42, 5: 772-794.

Ravenhill, John (2009) *East Asian regionalism: Much Ado about Nothing?* in *Review of International Studies* 35, S1 (February): 215-235.

Ikenberry, John G. (2008) *The Rise of China and the Future of the West in Foreign Affairs* 87, 1
(January/February)
<http://www.foreignaffairs.com/articles/63042/g-john-ikenberry/the-rise-of-china-and-the-future-of-the-west>

Glosny, Michael (2010) *China and the BRICs: A Real (but Limited) Partnership in a Unipolar World in Polity* 42: 100-129.

Cooley, Alexander and James Ron (2002) *The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action in International Security* 27, 1: 5-39.

Sending, Ole Jacob and Iver Neumann (2006) *Governance to Governmentality: Analyzing NGOs, States, and Power in International Studies Quarterly* 50, 3: 651-672.

Cammack, Paul (2012) *The G20, The Crisis, and the Rise of Global Developmental Liberalism* in *Third World Quarterly* 33, 1: 1-16.

Cammack, Paul (2004) *What the World Bank Means By Poverty Reduction, and Why It Matters* 9, 2: 189-211.

Starrs, Sean (2014) *The Chimera of Global Convergence* in *New Left Review* 87 (May-June): 81-96.