

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	<b>International Organisations</b>
<b>Course Code:</b>	<b>PIA5049</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>AIS5049 International Organisations</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course aims to ground students in the theories, practices, challenges, and possible futures of international organisations, and relate these debates to the most important developments of the changing contemporary world order. The course pays attention to both the alphabet soup of specific organisations both past and present (ADB, AIIB, APEC, ASEAN, EU, G7, G20, G77, GATT/WTO, IMF, NATO, NDB, OECD, UN, WB, and others), as well as the broader context of shifting dynamics from the creation of the post-1945 world order to the global financial crisis of 2007/2008 and beyond. The course is divided into four themes, with three weeks devoted to each theme: 1) Theories of International Organisations (Realism & Liberalism, Marxism & Constructivism, Unipolarity vs. Multipolarity); 2) International Organisations in Focus (Global Governance, International Trade & Monetary Regimes, International Organisations and East Asia); 3) International Organisations and Global Challenges (War, Trade, Climate Change); and 4) the Future of International Organisations (the Post-2008 World Order, the Rise of China-Centered International Organisations, NGOs and International Organisations from Below).

### 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.	Be able to critically analyse, compare, and contrast the main theories of international organisations in the contemporary world order.	25	✓	✓	✓
2.	Understand the politics and the technical inner workings of the most important international organisations in the contemporary world order.	25	✓	✓	
3.	Gain an increased awareness of, and the ability to formulate one's opinions on the practices and challenges of the most important international organisations and their roles and positions in the contemporary world order.	25	✓	✓	✓
4.	Demonstrate the ability to effectively communicate verbally one's opinions on the various issues surrounding international organisations, and more generally improve public speaking and discussion skills.	25	✓	✓	✓
		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	Lectures on successive topics in the course, requiring active student participation	✓	✓	✓	✓	
2	Weekly Readings	✓	✓	✓	✓	
3	Class Presentations and Guided Discussions	✓	✓	✓	✓	
4	Final Exam	✓	✓	✓		

### 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 and Discussion Participation	✓	✓	✓	✓	20	
Class Presentation (15m) and Guided Discussion (10m)	✓	✓	✓	✓	30	
Final Exam	✓	✓	✓		50	
					100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class and Discussion Participation (20%)	Both quantity and quality of participation	The most active and qualitatively excellent participation	Above average participation	Average to below average participation	Barely any or no participation whatsoever
2. Class Presentation and Guided Discussion (30%)	Presentation (15m) and Guided Discussion (10m)	Excellent critical analysis, originality, understanding of readings, and guided discussion	Above average critical analysis, originality, understanding of readings, and guided discussion	Average to below average critical analysis, originality, understanding of readings, and guided discussion	Barely any critical analysis, originality, understanding of readings, and guided discussion
3. Final Exam (50%)	Demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Excellent demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Above average demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Average to below average demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Barely any demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class and Discussion Participation (20%)	Both quantity and quality of participation	The most active and qualitatively excellent participation	Above average participation	Average participation	Below average participation	Barely any or no participation whatsoever
2. Class Presentation and Guided Discussion (30%)	Presentation (15m) and Guided Discussion (10m)	Excellent critical analysis, originality, understanding of readings, and guided discussion	Above average critical analysis, originality, understanding of readings, and guided discussion	Average critical analysis, originality, understanding of readings, and guided discussion	Below average critical analysis, originality, understanding of readings, and guided discussion	Barely any critical analysis, originality, understanding of readings, and guided discussion

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Final Exam (50%)	Demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Excellent demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Above average demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Average demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Below average demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings	Barely any demonstration of critical thinking and in-depth knowledge of the theories, concepts, and facts covered in the course and in the readings

## 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; Post-1945 World Order; Global Financial Crisis of 2007/2008; Realism; Liberalism; Marxism/Critical Approaches; Constructivism; Unipolarity; Multipolarity; Asian Development Bank; Asian Infrastructure Investment Bank; Asia-Pacific Economic Cooperation; Association of Southeast Asian Nations; European Union; Group of 7; Group of 20; Group of 77; General Agreement on Tariffs and Trade/World Trade Organisation; International Monetary Fund; North Atlantic Treaty Organisation; New Development Bank; Organisation for Economic Cooperation and Development; United Nations; World Bank; BRICS; Non-Governmental Organisations; Transnational Social Movements; World Economic Forum; World Social Forum

### 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.)

1.	Mearsheimer, John (1994-1995) <i>The False Promise of International Institutions in International Security</i> 19, 3: 5-49.
2.	Keohane, Robert and Lisa Martin (1995) <i>The Promise of Institutionalist Theory in 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.)

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 Olser 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.
- 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.
- Busch, Marc (2007) *Overlapping Institutions, Forum Shopping, and Dispute Settlement in International Trade* in *International Organization* 61, 4: 735-761.
- McNamara, Kathleen (2008) *A Rivalry in the Making? The Euro and International Monetary Power* in *International Political Economy* 15, 3: 439-459.
- 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.
- Glosny, Michael (2010) *China and the BRICs: A Real (but Limited) Partnership in a Unipolar World* in *Polity* 42: 100-129.
- 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>
- 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.