Course Description

This course provides an overview of the role of international institutions in promoting international cooperation, both from a theoretical point of view and from the evaluation of the activity of some of the most important international organizations. Because this is a kind of advanced level, this course assumes a basic knowledge of world politics and international relations theory. Students who have not taken courses in international relations theory, political institutions or rational choice should require professor authorization to register.

The course is designed around the following questions: International institutions do they promote international cooperation? What are the main problems faced by international organizations? To answer this question, this course is based on two pillars. First, the conceptual tools that help you understand how international cooperation arises, what are the obstacles to the achievement of international cooperation are, and what institutional mechanisms that can help overcome these obstacles are present. Secondly, this course applies these tools to explore the role of international institutions in some of the most important areas of international relations (such as international peace and security, human rights, and economic and financial relations), and domestic politics.

Goals

At the end of the semester, students should be able to:

- understand and identify the main problems that arise for cooperation in an anarchic world;
- identify and explain the key concepts for the analysis of international institutions;
- use theories to analyze the role of international institutions in world politics;
- question the literature studied, in particular, assessing both the internal consistency of the items analyzed, and their integration with the general literature on international organization;
- questioning the design of international institutions and adapting them to try to address the problems;
• demonstrate skills in critical thinking, expressed in oral and written form, in the analysis of international political phenomena

Teaching strategy

The course is designed to develop in the form of seminar: Seminar, knowledge is acquired actively, as students seek information and develop knowledge from interaction with other participants. At university level, the seminar "encourages the student to inquire in various documents that allow them to find different from the position of teaching positions, to thus be able to propose changes inside and outside the classroom." That is why it is expected that each meeting participants to interact in order to develop a thorough study of the subject under analysis.

Policies and requirements of the course

General Policies

This course has two components: lectures and classes. To pass the course, you need to read before coming to class and actively participate in the development of the class.

• All readings listed as mandatory are required to follow the development of the course correctly. If only partial reading an article or chapter is required, the selection of pages indicated in the program. We recommend reading the mandatory bibliografía in the order they appear in the program. The teacher agrees to limit the readings assigned to maximum 45 pages of text per class. If some sort exceeds this limit will be compensated with reduced readings on these classes

• The classes are designed to provide a basic framework to help understand fundamental concepts, present examples and relate different topics. In the same descriptive information necessary to understand the present international organizations under study. However, the most important part of the class is guided by discussion questions. That is why the classes are not mere summaries of readings: taking notes is helpful. However, classes are no substitute for reading materials.

The class starts at the set time. In order to avoid disruption to the class dynamics and distractions during class not to use cell phones or computers connected to the Internet is allowed. The entry of students after 10 minutes into the class is counted as absence.

Assistance

Students who attend less than 80% of classes will lose the right to take exams and / or final, leaving the special examination as the only way to pass the course.

Special Examination

If you reach the instance of special examination, presentation of practical work required for the completed, and a written exam on the required readings listed in this agenda will require.
Replacement classes

If it is necessary to suspend classes for academic commitments of the teachers will consult students the date for replacing them. After setting the date of replacement, the policies established for all scheduled classes will continue.

Assigned readings

Most of the assigned readings can be accessed online or are in the library of CIDE. Those readings that cannot be accessed electronically will be made available to students in Dropbox. It is the student’s responsibility to get the required reading in good time to prepare lessons.

Many sessions include items such as recommended reading. This bibliography is suggested for students who want to deepen their knowledge on certain subjects (especially for those who consider writing their thesis or dissertation on these issues). It is not necessary to consult the recommended bibliography for top marks.

Attendance and participation in class (20%). It is expected that all students come to class prepared to discuss assigned readings and to actively contribute to the dynamics of class. The rating of assistance is based on the percentage of classes that the student attended and their participation in those classes. It should be noted that the mere attendance does not guarantee obtaining the total points assigned by this concept: the lack of participation in discussions or activities in the classroom adversely affect the note. If no satisfactory participation, reading controls surprise that will be worth half the rating of attendance and participation will take place.

Students who attend less than 80% of classes will lose the right to make partial and/or final exams, leaving as the only alternative to pass the subject the approval of a special examination.

Individual presentation (20%): four individual presentations throughout the year (presentations listed with an asterisk on the agenda) are planned. Students are responsible for finding all materials for presentations, but minimal materials will be allocated on request. Students can choose the topic to work, but should (1) notify the subject in the third class, and (2) meet with the teacher to discuss the approach to the presentation during office hours at least one week before the scheduled date for presentation. Last these dates (1) the teacher assigned the class topic in the fourth and (2) do not give appointments for consultations on the display. More specific details on the format and content of the presentation will be announced in due course.

"Reaction papers" (20%): Students must prepare two discussion papers ("reaction papers") on the required reading of two classes chosen by the students (but coordinating teams of the whole group). Content and format details are presented at the end of this agenda.

Exams (20% each): To assess the understanding of the topics discussed in class, two tests are planned. The tests consist of questions with multiple choice answers and short essays. The questions are based on the readings and discussions in class.

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Agenda and schedule of readings

I. Introduction

1. No presentation or course. Conceptual approximation
What is this course? How are we going to study? What is expected of the students?

II. Analytical framework for the study of international institutions

Conceptual issues International institutions and organizations regimes

Compulsory literature:


3. Institutions and power

What is the central debate around international institutions?

Compulsory literature:


Students who did not have classes Theory I for RI: K & M, Chapter 2

4. What emerges cooperation in an anarchic world?
Anarchy and cooperation: Why cooperation is paradoxical in an anarchic world? What circumstances promote the emergence of cooperation in anarchy? What are the differences between collaboration, coordination and cooperation?

Compulsory literature:


5. Mechanisms that facilitate cooperation (I). legalization

Why states formalize international agreements? The effects of legalization

Compulsory literature:


6. Mechanisms that facilitate cooperation (II). Participation in international institutions - Delegation

Why states formalize international agreements and participate in OI?

Compulsory literature:


7. Mechanisms that facilitate cooperation (III). Who participates in international institutions?

Compulsory literature:


8. * Mechanisms that facilitate cooperation (IV) Case Study. The Kyoto Protocol

Compulsory literature:


9. Compliance with international commitments

Under what conditions the statements comply with its international commitments? Notes on the debate between management and compliance perspectives ("managerial vs. enforcement")

Compulsory literature:


10. **Application ("enforcement") and punishment**

What is implementation? Does the punishment strengthens cooperation? What is the effect of economic sanctions?

Compulsory literature:


11. **The rational design international institutions. Case studies**

Compulsory literature:


  o And choose one of the following items:


13. **Day mandatory rest**
14. **Review**
15. **Midterm exam**

14. **III. Functioning international institutions**

**Cooperation on international peace and security**

15. **The United Nations**

Analysis of consistency between ends and the institutional design of the OUN.

Compulsory literature:

- For students who did not take the history of RI: K & M, Chapter 4. Read pages *95-97.*


What is the fundamental role of the UNSC? Can international institutions ensure international peace and security?

Compulsory literature:


19. **Regional security organizations**

How the origin and operation of regional security organizations explained? Adaptation, reform and institution building with overlapping objectives

Compulsory literature:


20. **FOREWORD: OEA -UNASUR -ALBA**

Compulsory literature:


Recommended literature:

Human rights


The human rights regimes do they improve the conditions of human rights in the participating countries? Why do countries sign these conventions?

Compulsory literature:


Suggested Reading:


22. Human rights regimes. Effectiveness

Compulsory literature:

Compulsory literature:


23. **International Tribunals. The International Criminal Court**

Compulsory literature:


Recommended literature:


**Economic cooperation**

24. **International financial institutions**

Compulsory literature:

Recommended literature:

- Pease. Read pp. 185-197

25. *Presentation: OECD; Presentation G-7/8, G-20

Compulsory literature:


Recommended literature:

OECD:


G-7/8, G-20

27. **GATT and OMC**

Compulsory literature:


28. **Regional integration systems or commercial**

Compulsory literature:

- Gomez-Mera, Laura, and Andrea Molinari. 2014. "Overlapping Institutions, Learning, and Dispute Initiation in Regional Trade Agreements: Evidence from South America" *International Studies Quarterly* 58 (2): 269-81. Read pp **269 - 274.** [5 pages]

Recommended literature:


**Influence of OI on domestic policy**

29. **Dissemination policy**

Compulsory literature:


30. **Democracy**

Compulsory literature:


31. **Other effects of international institutions**

Compulsory literature:

- Garriga, Ana Carolina. 2013. "Do Human Rights Regimes Affect FDI in Developing Countries?" In *DTEP 260 Mexico City:* CIDE (already seen in class)
# Schedule of classes

<table>
<thead>
<tr>
<th>Block thematic</th>
<th>Class and subject</th>
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<td><strong>I. Introduction</strong></td>
<td>1. Presentation of the course</td>
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<td>2. Conceptual Issues</td>
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<td>3. Institutions and power. <strong>Deliver selection of topics</strong></td>
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<td>4. Anarchy and cooperation</td>
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<td>Mechanisms that facilitate cooperation (I). Legalization</td>
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<td>6. Mechanisms that facilitate cooperation (II) Delegation</td>
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<td>7. Mechanisms that facilitate cooperation (III) Participation</td>
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<td>8. <strong>FOREWORD: The Kyoto Protocol</strong></td>
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<td>9. Compliance with international commitments</td>
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<td>10. Implementation (&quot;enforcement&quot;) and punishment</td>
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<td>11. Rational design of international institutions</td>
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<td>12. <strong>Furlough</strong></td>
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<td>13. Review</td>
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<td>16. <strong>Suspension of work</strong></td>
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<td>18. Security Council</td>
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<td>20. <strong>FOREWORD: OEA-UNASUR ALBA</strong></td>
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<td>21. <strong>DEVELOPMENT BANKS</strong></td>
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<td>24. International financial institutions</td>
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<td><strong>II. Analytical Framework</strong></td>
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<td>21. <strong>International institutions in operation</strong></td>
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**Human rights and humanitarian law**

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**Cooperation**
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<th>Influence of OI on domestic policy</th>
<th>25. * Presentations: OECD;</th>
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<td>30. Democracy</td>
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<td>31. Other effects of international institutions</td>
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<td>IV. Conclusions</td>
<td>32. Conclusions and review</td>
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<td>33. FINAL EXAM</td>
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**Reaction Papers**

Each student must select two classes that will prepare a discussion paper. The selection of topics should be communicated in the third class. The same class can not be selected for more than one student. If two or more students choose the same meeting, who will be selected randomly change your selection. Documents that do not respect the **format** required or they are sent **after the deadline will not be read or qualified**.

**Format**: 3-4 pages, 2.5 cm margins, Times News Roman 12, double spaced.

**Delivery**: Via email to carolina.garriga@cide.edu two / three days before the date of the class (classes Monday: delivering the Friday before 23:59 pm, Wednesday classes: Monday before delivery before 16 pm).

**Content**: Documents should reflect a critical reading of the compulsory readings assigned for that class. This is not to summarize the documents, but to relate to each other, highlighting their strengths and weaknesses (contributions to the literature studied and / or contradictions or gaps), and propose research avenues that are open. The following questions can help structure the document (but is not present disjointed answers to these questions):

1. What is the **research question**? Why it's interesting or important? How it relates to the general literature of OI?
2. What is the response of the author (**theory**)? Critique the theoretical argument (assumptions, theoretical innovation, weaknesses ...)
3. **Research Design**: How tests your theory? Is the proper empirical evidence? Is the theory could be tested for another (better) way?
4. The **evidence** presented: allows you to answer the research question? Are there alternative explanations for the results found?
5. What thoughts you deserve the articles analyzed? What research questions open / left unanswered? How I do analyze?

2 The teacher reserves the right to make changes to the agenda and schedule of readings. If changes occur, they will be announced in due time in class.

3 Discussion of these readings may be extended until the next session.

4 Students must present the selected article. To avoid overlap, they shall notify the teacher that article have chosen.