**Revised: August 16, 2022**

**Patterson School of Diplomacy and International Commerce**

**University of Kentucky**

**DIP 600-001**

**Transnational Organizations and Processes**

**Fall 2022**

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**COURSE DESCRIPTION**

Why do international organizations exist? What explains their growing influence over time in a state-based world order? In this graduate seminar, we will explore the theories, frameworks, institutions, and processes that “govern” global affairs in the contemporary period. We will examine various organizations (both IGOs and NGOs) and international initiatives, the roles they play regionally and globally, and the challenges they face as they seek to achieve their goals.

**UNIVERSITY MANDATED INFORMATION**

**Student Learning Outcomes:**

* Students will acquire a broad knowledge of international organizations and multilateral initiatives and attendant issues;
* Students will apply the analytical and methodological tools necessary to understand these organizations and initiatives.

**Academic Offenses Rules:**

Students shall not plagiarize, cheat, or falsify or misuse academic records.

**Plagiarism**: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Senate Rule 6.3.1 states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person’s designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one’s own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Cheating** is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

**Misuse of academic records**: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

**Excused Absences and Acceptable Excuses**

**Excused Absences**: Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.5.2.3.1)

### Religious Observances

**Religious Observances**: Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Senate Rules 5.2.5.2.1(4) requires faculty to include any notification requirements within the syllabus. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through[*the Ombud’s website*](https://www.uky.edu/ombud/religious-observation-accommodations)or calling 859-257-3737.

### Verification of Absences

**Verification of Absences**:Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### Make-Up Work

**Make-Up Work**: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to SR 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work.

### Excused Absences for Military Duties

**Excused Absences for Military Duties**: If a student is required to be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure (per SR 5.2.5.2.3.2) shall apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of his/her courses and instructors.
2. The Director will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student’s absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### Unexcused Absences

**Unexcused Absences:** If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the instructor cannot penalize a student for any unexcused absences. (SR 5.2.5.2.3.3)

### Prep Week and Reading Days

**Prep Week and Reading Days**: Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week.” This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. “Reading Days”). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules 9.1* for a more complete description of required interactions.

## Accommodations Due to Disability

**Accommodations Due to Disability**: In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, [via email](https://www.uky.edu/universitysenate/drc%40uky.edu) (drc@uky.edu) or visit their [website](http://www.uky.edu/DisabilityResourceCenter)(uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

## Non-Discrimination Statement and Title IX Information

**Non-discrimination and Title IX policy**: In accordance with federal law, UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK’s Administrative Regulation 6:1 (“Policy on Discrimination and Harassment”)](https://www.uky.edu/regs/ar6-1)(<https://www.uky.edu/regs/ar6-1>). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 (“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”)](https://www.uky.edu/regs/ar6-2) (<https://www.uky.edu/regs/ar6-2>). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (Institutional Equity), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [Institutional Equity’s website](https://www.uky.edu/eeo/) (<https://www.uky.edu/eeo>).

Faculty members are obligated to forward any report made by a student related to discrimination, harassment, and sexual misconduct to the Office of Institutional Equity. Students can confidentially report alleged incidences through the [Violence Intervention and Prevention Center](https://www.uky.edu/vipcenter/)(<https://www.uky.edu/vipcenter>), [Counseling Center](https://www.uky.edu/counselingcenter/) (<https://www.uky.edu/counselingcenter>), or [University Health Service](https://ukhealthcare.uky.edu/university-health-service/student-health) (<https://ukhealthcare.uky.edu/university-health-service/student-health>).

Reports of discrimination, harassment, or sexual misconduct may be made to Institutional Equity here.

**Statement on Diversity, Equity, and Inclusion:**

*The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (*[*Governing Regulations XIV*](https://www.uky.edu/regs/gr14)*). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (*[*https://www.uky.edu/regs/gr14*](https://www.uky.edu/regs/gr14)*). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.*

*We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the*[*Office of Institutional Equity and Equal Opportunity*](https://www.uky.edu/eeo/)*. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.*

**Inclement Weather Policy:**

In the event of inclement weather, the University will announce any closures via the emergency notification system and/or through local news outlets. Absent an official closure, students are not excused from attending class due to weather and any absences will be considered unexcused.

**Class Recording Notification:**

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lectures and class meetings, provided by the instructors, are for educational use by students in this class only. They are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

**EVALUATION\***

* 1 Case Study – prior approval required for an organization/initiative [6-8 pgs., single spaced] [100 points]
* Take-home Midterm Exam – **Due Week 8 (Oct. 10) [100 pts.]**
* 1 Policy Brief [3-4 pgs., single spaced] –brief survey of a policy problem and related issues; previous or current attempts at international cooperation; offer policy recommendation(s) [50 pts.]
* 2 Oral Presentations [50 pts. each: total 100 pts.]

-20 minutes allotted

* Class Participation points [25 pts.]

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**Possible grand total points = 375**

 \*Additional written guidelines and due dates are forthcoming.

**READINGS**

The following book is required for this course and must be purchased by students:

* Margaret P. Karns, Karen A. Mingst and Kendall W. Stiles, *International Organizations: The Politics & Processes of Global Governance* (3rd ed.). Lynne Rienner Publishers, 2015, ISBN: 978-1-62637-151-4.

Students are expected to keep current on assigned readings (that is, be prepared to discuss readings in class on the day that a given topic will be examined), and, to read regularly from among scholarly journal sources dealing with the international organization and other areas of international relations.

**COURSE OUTLINE**

1. An Overview of Global Governance: Important Concepts and Issues [Weeks 1-2: Aug. 22 - 29]

*What are the intellectual forerunners to global governance? What is global governance? Why is a global governance perspective needed? What criteria should be used to assess global governance? What problems derive from using the term?*

* **Karns, Mingst & Stiles (KMS), Ch. 1, 12.**
* Kahler, Miles, “Global Governance: Three Futures,” *International Studies Review* (Jun. 2018), 239-246.
* Rodrik, Dani, “Globalization’s Wrong Turn and How It Hurt America,” *Foreign Affairs* (Jul./Aug. 2019), 26-33.
* Weiss, Thomas G. and Rorden Wilkinson, “The ‘Missing Middle,” *Global Governance* (2022).
* **Highly Recommended**: Kahl, Colin & Thomas Wright, Aftershocks: Pandemic Politics and the End of the Old International Order (St. Martin’s Press, 2021).
1. International Organization and International Relations (IR) Theory [Weeks 2-4: Aug. 29 – Sept. 12]

*How do the major IR theories view international institutions? How do political realists contribute to the study of global governance? Compare the constructivist views with the other approaches to international organizations. What are the strengths and weaknesses of using principal/agent theory? What middle-level theories are particularly applicable to global governance?*

* **KMS, Ch. 2.**
* Barnett, Michael and Martha Finnemore, “The Politics, Power, and Pathologies of International Organizations,” *International Organization* (1999), 699-732.
* Keohane, Robert O. and Lisa L. Martin, “The Promise of Institutionalist Theory,” *International Security* (Summer 1995), 39-51.
* Mearsheimer, John, “The False Promise of International Institutions,” *International Security* (Winter 1994/1995), 5-49.
* Snyder, Jack, “The Broken Bargain: How Nationalism Came Back,” *Foreign Affairs* (March/April 2019), 54-60

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1. The Evolution of International Organization and International Law in the Context of the Nation-State System [Week 4: Sept. 12]

*What features of design need to be considered for international institutions? What are the issues of accountability, compliance, and legitimacy? How can international organization performance be analyzed?*

* **KMS, Ch. 3, 4.**
* Bosco, David, “Assessing the UN Security Council: A Concert Perspective,” *Global Governance* (2014), 545-561.
* Gutner,Tamar and Alexander Thompson, “The Politics of IO Performance: A Framework,” *Review of International Organization* (2010), 227-248.
* Murphy, Craig N., “The Last Two Centuries of Global Governance,” *Global Governance* (Apr. – Jun. 2015), 189-196.
* von Einsiedel, Sebastian (et al.), *The UN Security Council in the 21st Century*. Lynne Rienner Publishers, Inc., 2016.

1. Regional Institutions [Week 5: Sept. 19]

*How does the study of regionalism integrate international and domestic politics? How can we study integration across different geographic regions like Africa and Latin America? To what extent is the EU unique from a theoretical and empirical point of view? You need to be able to compare organizations across regions*.

* **KMS, Ch. 5.**
* O’Neil, Shannon, K., “The Myth of the Global: Why Regional Ties Win the Day,” *Foreign Affairs*, July/August 2022.
* Pollack, Mark A., “Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance?” *Annual Review of Political Science* (2005), 357-398.

**Student Presentations [Weeks 6-7: Sept. 26 – Oct. 3]**

1. Transnational and Non-State Actors and Movements [Weeks 6-7: Sept. 26 – Oct. 3]

*How can we differentiate between NGOs, networks, and global social movements? What factors explain the growth of NGOs? What roles do non-state actors play in global governance? To what extent are NGOs similar to or different from other organizations? What are the advantages and disadvantages of using the concept of networks to study NGOs? How do national and global civil society affect policy change?*

* **KMS, Ch. 6.**
* Gourevitch, Peter A. and David A. Lake, “Beyond Virtue: Evaluating and Enhancing the Credibility of Non-Governmental Organizations,” in Gourevitch and Lake, eds. *The Credibility of Transnational NGOs. When Virtue is Not Enough*. Cambridge University Press, 2012, pp. 3-34.
* Hanegraaff, Marcel, “Interest Groups at Transnational Negotiation Conferences: Goals, Strategies, Interactions, and Influence,” *Global Governance* (October-December 2015), 599-620.
* Keck, Margaret E. and Kathryn Sikkink, *Activists beyond Borders; Advocacy Networks in International Politics.* Cornell University Press, 1998, Ch. 1, p. 1-38.
* Tallberg, Jonas, Thomas Sommerer, Therese Squatrito and Christer Jonsson, “Explaining the Transnational Design of International Organizations,” *International Organization* (Fall 2014), 741-774.

**\*\*Midterm examination: Due Week 8 (Oct. 10)**

1. IO and Peace and Security [Week 8: Oct. 10]

*Discuss the range of peacekeeping and peacebuilding activities undertaken by global governance actors. Are IGOs effective at securing the peace? What are the methodological issues in evaluating the effectiveness of peacekeeping? What lessons have been learned about the conduct and efficacy of peacekeeping? How is the nuclear taboo a constructivist argument? What are the arguments against the notion of a nuclear taboo?*

* **KMS, Ch. 7.**
* Autesserre, Severine, “The Crisis of Peacekeeping: Why the UN Can’t End Wars,” *Foreign Affairs* (January/February 2019), 101-116.
* Diehl, Paul F., “Thinking about Peace: Negative Terms versus Positive Outcomes,” *Strategic Studies Quarterly* (Spring 2016), 3-9.
* Malis, Matt, “Conflict, Cooperation, and Delegated Diplomacy,” *International Organization*, 2021.
1. Human Rights and Humanitarian Affairs [Week 9: Oct. 17]

*What is humanitarianism? What are the advantages and disadvantages in using this term? Humanitarian soldiers: Is this a contradiction in terms? What are the problems humanitarian actors encounter?*

* **KMS, Ch. 10.**
* Ayoob, Mohammed, “Third World Perspectives on Humanitarian Intervention and International Administration,” *Global Governance* (2004), 99-118.
* Barnett, Michael, “Humanitarianism Transformed,” *Perspectives* on Politics (Dec. 2005), 723-740.
* **Highly Recommended**: Campbell, Horace, *Global NATO and the Catastrophic Failure in Libya*, Monthly Review Press, 2013.
* Hurd, Ian, “Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World,” *Ethics and International Affairs* (Fall 2011), 293-313, 248.
1. Global Economic Governance [Weeks 11-12: Oct. 31 – Nov. 7]

*To what extent are IFIs political institutions? What are the major criticisms of the IFIs? What is the relationship between trade and economic development? What has been the effect of the WTO? What is the argument for promoting economic regionalism? Is regionalism a stepping stone to globalization or is it an impediment to economic globalization? What are strengths and weaknesses of private economic governance? What are the impacts to date of COVID-19 on national economies and the global economy, and what can we expect in the foreseeable future?*

* **KMS, Ch. 8.**
* Birdsall, Nancy and Francis Fukuyama, “The Post-Washington Consensus: Development after the Crisis,” *Foreign Affairs* (March/April 2011), 45-53.
* Hall, Gregory O., “The New North-South ‘De-Alignment’ in International Relations and the Impact on Regional and Global Affairs,” in Benjamin and Hall, eds. *Eternal Colonialism*. University Press of America, 2010.
* James, Harold, “Globalization’s Coming Golden Age,” *Foreign Affairs*, Vol. 100, Issue 3, May/June 2021, p10-19.
* Ravenhill, John, “Regionalism,” in *Global Political Economy*, 3rd ed., John Ravenhill, ed., Oxford University Press, 2011, Ch. 6.
* Rodrik, Dani, One Economics, “The Global Governance of Trade as if Development Really Mattered,” in Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press, 2007, pp.213-236.
1. Economic Development Institutions: What Works? [Week 13: Nov. 14]

*What works in terms of lifting people out of poverty? To what extent do microfinance institutions lift people from poverty, enhance freedom, and build institutions? What methods are used to study the effectiveness of development programs? What are the major economic and political issues with foreign aid? Where does the money go? What are the key failings of the donor community?*

* **KMS, Ch. 9.**
* Banerjee, Abhijit V. and Esther Duflo, “How Poverty Ends: The Many Paths to Progress – and Why They Might Not Continue,” *Foreign Affairs* (Jan./Feb. 2020), 22-29.
* Easterly, William and Tobias Pfutze, “Where Does the Money Go? Best and Worst Practices in Foreign Aid,” *Journal of Economic Perspectives* (Spring 2008), 29-52.
1. **[As time permits]:** Global Governance and the Environment [Week ???]

*What is the evidence that the multilateral institutions have adopted environmental agendas? Why is the regime complex approach useful for examining environmental governance? Will this work for climate change? What can NGOs do to engage environmental issues? Substate actors are playing an increasingly important role in global economic governance. Explain* the advantages and disadvantages of this development. What design factors must be considered for effective international environmental institutions?

* **KMS, Ch. 11.**
* Adow, Mohamed, “The Climate Debt: What the West Owes the Rest,” *Foreign Affairs* (May/Jun. 2020), 60-68.
* Intergovernmental Panel on Climate Change (IPCC - United Nations). Sixth Assessment Report, August 2021, <https://www.ipcc.ch/report/ar6/wg1>
1. **Student Presentations**, Course Wrap-Up [Weeks 14-16: Nov. 21 – Dec. 5]