

# PLS 458/558: International Organization

Nazarbayev University

Fall 2021

W, 12:00 PM – 2:50 PM (via Zoom)

**Instructor:** Dr. Bimal Adhikari

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**Office Location:** 8.502

**Office Hours:** W, 11:00AM–12:00PM; 3:00PM–5:00PM (and by appointment)

## Course Description and Objectives

This course focuses on research in the area of international cooperation and international institutions. We will focus on how international organizations (IOs) institutionalize cooperation at the international level, including their creation, internal dynamics, and complicated relationship with state behavior in areas such as security, political economy, environment, and human rights. The first half of the course will focus on the theories of international cooperation (or lack thereof) and address questions such as: how do we define IOs; why do states create and join IOs; when and which issues are taken to IOs; what mechanisms can IOs use to influence state behavior; and do they achieve their stated goals. The second half of the course examines major IOs such as the United Nations, the International Monetary Fund, and the World Bank. The course will also briefly cover the influence of international non-governmental entities on state behavior. We conclude the course with a brief discussion on the future of international cooperation. This is an upper-level course; therefore, a reasonable knowledge of quantitative methods is expected, but nothing beyond elementary statistics (i.e., PLS 211) is required.

By the end of the course, the student will be able to (1) understand why sovereign states often surrender some authority to international institutions; (2) demonstrate the ability to develop a research question and answer it using appropriate source; (3) synthesize chunks of the literature and present its overall gaps; (4) effectively communicate scientific ideas and the information in an appropriate format; (5) listen to and be tolerant of different views.

## Readings

Most readings for this course are from academic journals that can be obtained from the [NU's library portal](#). Please familiarize yourself with the library's webpage since this will be a key source of scholarly works during the course of the semester. Readings that are not available via the library will be posted on Moodle.

# Course Requirements

## 1. Exam (20%)

Students will be given a set of questions for which undergraduates will craft one 1,500-2,000 words response (excluding bibliography), and graduate students will answer two questions of the same length each. (Each response will be worth 10% for graduate students.) Your essays should demonstrate that you have a firm grasp of the basic arguments of the readings and are able to synthesize and critique the social scientific literature we have gone over. Further, your response should demonstrate that you can apply these arguments to new situations. No outside reading is required; however, students are expected to use as many required and recommended readings as possible in their responses. Exam questions will be made available at least a week before the deadline. A rubric will be provided.

## 2. Response Papers (2 \* 10 = 20%)

Students are expected to write two response papers (1,000-1,250 words) on the week's required reading (each worth 10%; do not write on recommended readings). This assignment serves two purposes (1) keeps you engaged in developing your reading, writing, and analytical skills, which requires regular and rigorous practice; and (2) ensures that you come to class prepared, meaning that you have read the assigned readings closely and carefully. The professor will assign the weeks by the start of Week 2. Response papers are to be submitted by 11:59 PM via Moodle (Turnitin) on Tuesday of the chosen weeks. You will be marked off at ten percentage points for the first 24 hours late and an additional 20 percentage points for the subsequent 24 hours late. After 48 hours, your papers will not be graded. No make-up opportunity will be provided. Please note that the due date on Moodle may not correspond to the actual due date – this is to accommodate students with excused absences only.

The papers should be based on a thorough reading of assigned and recommended literature as well as additional scholarly sources (peer-reviewed sources only!). Each paper should consist of (1) a summary of a chapter or article (200 - 250 words), and (2) a critical analysis of the reading with a clear overarching argument (800 - 1,000 words).

In the first half of the paper, students should state the authors' central argument and explain how they develop and support it. Students should demonstrate, in their own words, concisely and coherently, that they fully understand the research question, causal mechanisms, research design, and findings. This section is about boiling down the authors' reasoning. Avoid merely listing the topics covered in the reading.

In the second half of the paper, students should identify any theoretical or empirical gaps within the selected scholarship. This part should be analytical rather than descriptive with a clearly stated thesis. The following are some of the questions that students are expected to address: Is the theory internally consistent? Is it consistent with past literature and findings? What points do you find most (or least) convincing? What perplexes you about the material or the argument? What are the major shortcomings of the author's main argument? Are the assumptions and causal mechanisms elaborated clearly? Are the assumptions plausible? Are the concepts properly defined? How convincing is the research design? Do the dependent

and independent variables adequately correspond to the theoretical concepts of interest? Can you think of a better measure of the variables? Are more reliable data available to test the hypotheses? Are there other possible explanations of the phenomenon of interest that need to be considered? Are there concerns with reverse causality? Are there concerns about the omitted variable bias? Do other assigned readings for the week help answer the questions left unanswered by the selected reading? Do the policy implications (if any) follow from the results? As a collection, what questions do the readings answer, and what problems do they leave unanswered? A good response paper engages with all relevant recommended readings, and also cites at least 4-5 outside scholarly sources. The use of non-scholarly sources will severely affect your grade.

Be sure that your critique is a coherent whole. As such, you do not necessarily have to answer all the questions mentioned above. These questions are intended to improve understanding of the material and inspire discussion, so pick the ones that you think are most interesting that warrant further consideration. I will evaluate response papers based on the quality of the synopsis (2 points), the depth of your analysis/reflections (6 points), and the strength of the writing (2 points). Students are highly encouraged to consult with the Writing Center staff before turning in the final version. Sample papers will be made available via Moodle.

### 3. **Research Proposal & Presentation** (45%)

This course also requires students to write 2,500-3,500 words (excluding bibliography) quantitative research proposal. This project aims to provide an outline of a potential research project you could do for an academic article or even a thesis. Each research proposal must include (1) a statement of the research question, (2) a review of the existing literature on the topic, (3) your theoretical argument, (4) hypothesis/hypotheses that flow from the argument, (5) a way to empirically evaluate your hypotheses, (6) a conclusion that states how your project adds to what we know already know about the topic. In other words, your paper must be original research and not a general overview or a summary of existing literature. Therefore, your work must address existing puzzle(s) you have observed in the literature.

The project can be on any international organization topic of your choosing. However, your paper must be broad in scope and should not be case-specific (i.e., “Should the World Bank fund a health post in Nur-Sultan to reduce COVID-19 infections?”). The tentative topic must be approved by the instructor. As such, students are required to consult with the instructor by September 1, 2021, regarding their research topic. Remember, this is a formal proposal for research. You will not do the actual data collection nor the data analysis (at least not for this class). However, you will have to demonstrate that what you propose would be a real problem that is amenable to empirical investigation. To ensure that you do not procrastinate in this process, you are required to post the following component of your research proposal on Moodle on the following dates:

- **September 8:** A research question (1 to 2 sentences is fine).
- **September 29:** An annotated bibliography with at least ten scholarly sources. (2.5%; will be graded on a satisfactory/unsatisfactory basis).

- **October 13:** A general statement of your theoretical argument and hypotheses (1,000-1,500 words) (2.5%; will be graded on a satisfactory/unsatisfactory basis).
- **November 3:** Draft research design proposal (1,750-2,500 words) (7.5%).
- **November 17 & 24:** Presentation and discussant (5 + 2.5 = 7.5%).
- **December 1:** Final research design project due by 5:00 PM (25%).

Failure to complete any of these steps will adversely affect your final grade; students may get a zero for the whole assignment. I will read these components but will not grade all of them. I expect students to consult with me several times over the course of the semester to discuss this assignment. Students may not change the topic of the paper without the instructor's explicit permission after the submission of the theoretical argument and hypotheses. I will post a grading rubric on Moodle.

In the last two weeks of the semester, students will present their research to their colleagues. These presentations will follow the academic conference format. I will act as the chair while each paper will be assigned a fellow student who will serve as discussant. The discussant's role is to comment on each paper, offer useful criticism, and ask questions that the author of the paper might not have clarified in her/his presentation. Each presenter will have 8-10 minutes to present their paper. The use of PowerPoint is mandatory. The discussant will have up to 5 minutes to provide feedback and ask questions. Following the discussant's comments, others may ask questions and/or offer feedback to the presenter. This expectation will account for 7.5% of your grade; 5% for the presentation of your own work and 2.5% for your role as a discussant. I may have graduate students serve as a discussant on multiple panels.

#### 4. **Presentation** (5%)

Students will present an outline of one of the recommended readings and offer discussion questions for the class from week three onwards. Your presentation must be between 8-10 minutes, and the use of PowerPoint is mandatory. The slides will later be uploaded to Moodle so that your peers can use them for the final exam. As such, students are required to upload the final version of the slides by 11:00 AM the day of the presentation. Please do not use a different version than the one uploaded to Moodle during your presentation, as doing so will hurt your grade. There are two goals of these presentations (1) practice coming up with the main idea of articles and presenting that idea to others, and (2) practice presenting with a strict time limit so that you are better prepared to present your work at academic/professional conferences. Each student will present in the weeks in which they will not be writing response papers. Both content and style of presentation will be evaluated.

In lieu of the recommended readings, graduate students will be present about a specific international organization assigned by the instructor. The presentation must be between 8-10 minutes, and the use of PowerPoint is mandatory. Please do not use a different version than the one uploaded to Moodle during your presentation, as doing so will hurt your grade. Each

presentation must cover the following areas: the IO's history, purpose, structure, membership, source of finance, decision-making process, and an overall assessment of its effectiveness in influencing state behavior. The primary source for information is the organization's website. However, you are expected to consider other legitimate sources as you prepare for this assignment. Both content and style of presentation will be evaluated.

## 5. Participation (10%)

This is an upper-level seminar course that requires extensive participation from students. As such, students are expected to have closely read the required readings prior to the class and are expected to engage in meaningful discussion during seminars. Since the teaching mode is online, I expect all students to have their cameras turned on throughout the class. Any more than one unexcused absence will result in the total failure of the course (joining in the class and not turning on the cameras will count as being absent!). One unexcused absence will cost you 5% of the course grade. Please do not fiddle with your cellphone or engage in disruptive behaviors during the class period. Showing up later than five minutes after the start of the class will also hurt your participation grade. While I understand that this might not be easy to do so for all, and if you have a problem connecting to the class via video platform on a consistent basis, I strongly suggest that you find a regular time and place that allows you to do so. NU provides housing on a need-by basis. If you cannot have your cameras turned on throughout the class period, I recommend you take this course in the future or seek an appropriate alternative. This is a seminar course, and I do not think it serves you well if you cannot fully participate in the classroom discussions. If you absolutely cannot participate fully but would still like to be enrolled in this course, then please contact me by the start of the third week, and we will decide on an alternative task. I will not be able to accommodate requests made after the passage of the deadline. I will keep a tab of your performance throughout the semester, and you are free to ask about it at any point.

## Grading

### Grading Components

Exam :	20%
Response Papers (2 * 10) :	20%
Research Proposal & Presentation (37.5 + 7.5) :	45%
Recommended Reading / IO Presentation :	5%
Participation :	10%

### Letter Grade Distribution

Final class grades will be assigned with the following grading scale:

>= 95	A	65.00 - 69.99	C
90.00 - 94.99	A-	60.00 - 64.99	C-
85.00 - 89.99	B+	55.00 - 59.99	D+
80.00 - 84.99	B	50.00 - 54.99	D
75.00 - 79.99	B-	<= 50.00	F
70.00 - 74.99	C+		

## Other Considerations

### Make-up Assignments

All enrolled students need to attend all seminar meetings. Students who know they will miss class, even if it is a School or University activity, must contact the instructor before the class. If this is not possible, the instructor must be contacted within 24 hours. Students must provide documentation for their absence.

If a student misses an assessment and does not find a way to contact the professor within this twenty-four-hour window (either personally or via a friend or family member), the student may receive a zero for the assessment. If circumstances are so dire as to keep the student from making contact during this twenty-four-hour-window, then the student must provide substantial documentation corroborating the situation (a simple *spravka* will not suffice) within three business days.

If an assessment is missed, instructors can give a zero. The instructor may also offer a more difficult version of the assessment; a make-up with a penalty; increase the value of a subsequent assessment; or some other option.

All assessments should be completed before the day final grades are due. In exceptional circumstances (for instance a long-term hospitalization) a grade of incomplete may be given. Such grades are given only with the approval of the instructor and Vice Dean for Academic Affairs.

### Grade Appeals

You may contest the grade on an exam up to five business days after it is returned. If you believe that there has been a grading error, submit a written description of the error you believe occurred with your work via official NU email. However, you are required to wait 24 hours after the assignment is returned to you before contacting me. Please also note that if you appeal a grade on an assignment and I decide to reexamine the assignment, the grade may increase, decrease, or remain the same. It will be treated as a new grade on the assignment, and all aspects of the assignment are open to reexamination. There will be no re-grading of re-graded assignment. For the final exam, students will have 48 hours to request re-grading of the assignment. Also, I do not envision any curves or extra-credit assignments in the course.

The grade you earn in the class is the grade you deserve. I will not tolerate any form of grade lawyering, which includes requests for the grade to be raised for no legitimate reason, flattery, insults, threats, etc. Students involved in such acts will be reported to the Vice Dean of Academic Affairs for an academic misconduct report (category B offense).

### **Availability**

Office hours are listed at the beginning of the syllabus, and I strongly recommend you to schedule meetings during the office hours. To smooth out the process, you are required to make an appointment at least 24 hours prior to the meeting. If you need to see me outside office hours, you must send me an email beforehand (at least 48 hours ahead), and I will be glad to make arrangements with you. All meetings will be held via Zoom. I aim to be responsive to email from students. However, please do not expect an answer to your question sooner than 24 hours after it is sent during weekdays, and 48 hours during weekends. I will also not answer emails that can be answered by looking at the syllabus. Also, do not start your email “Hey Dr. Adhikari,” or “Hello,” or without a salutation. Instead, “Dear Dr. Adhikari,” or “Dear Professor Adhikari,” should be used for initial contact. I will not answer emails that use an improper salutation.

### **Written Assignment Formatting**

Your papers are professional products and should be formatted as such. Each paper should be a word document (no PDFs), double-spaced, in a normal font (Times New Roman, size 12), with standard 1” margins. I strongly recommend you to use the [American Political Science Association](#) citation style. You are free to choose other citation styles. However, you must be consistent throughout the assignment. Keep in mind the page limit does not include references. Failure to adhere to these formatting instructions will adversely affect your assignment grade. Students are highly encouraged to consult with the Writing Center staffs before turning in the final version of the assignment.

### **Academic Honesty**

Academic dishonesty of any sort will not be tolerated. Academic misconduct is defined broadly, to include a wide variety of behaviors that conflict with the values and mission of NU. Students should become familiar with the NU Student Code of Conduct and Disciplinary Procedures (Student Code), which is the official document outlining policies and procedures around academic misconduct at NU. Students are responsible for complying with NU policies, as well as those described in the syllabus for an individual class, whether the student has read them or not. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other forms of academic dishonesty, feel free to consult the course instructor.

# Class Outline

The information contained in the course syllabus may change throughout the semester. All changes will be announced via Moodle or email. It is the responsibility of the student to take note of any changes. The “®” symbol denotes recommended readings.

## Part I: A Primer on International Organizations

### Week 1 (August 18): Introduction

- Syllabus
  - [How to Read Political Science: A Guide in Four Steps](#)
  - [Three Templates for Introductions to Political Science](#)
  - [Raul Pacheco-Vega's Resources Page](#)
- ® Knopf, Jeffrey W. 2006. “Doing a Literature Review.” *PS: Political Science & Politics* 39(1): 127-132.

### Week 2 (August 25): International Organizations in World Politics

- Cogan, Jacob Katz, Ian Hurd, and Ian Johnstone, eds. 2016. *The Oxford Handbook of International Organizations*. Oxford University Press. Chapters 1-3.
- ® Martin, Lisa. 1992. “Interests, Power, and Multilateralism.” *International Organization* 46(4): 765-792.
- ® Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. “The Rational Design of International Institutions.” *International Organization* 55(4): 761-99.
- ® Hafner-Burton, Emilie M., Jana von Stein, and Erik Gartzke. 2008. “International Organizations Count.” *Journal of Conflict Resolution* 52(2): 175-188.
- ® Roger, Charles B., and Sam S. Rowan. Forthcoming. “Analyzing International Organizations: How the Concepts We Use Affect the Answers We Get.” *Review of International Organizations*.

### Week 3 (September 1): Theories of Compliance

- Simmons, Beth. 2010. “Treaty Compliance and Violation.” *Annual Review of Political Science* 13: 273-296.



- Marcoux, Christopher, and Johannes Urpelainen. 2013. “Non-compliance by Design: Moribund Hard Law in International Institutions.” *Review of International Organizations* 8(2): 163-191.
- Vreeland, James Raymond. 2008. “Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture.” *International Organization* 62(1): 65-101.
- Freeman, Nathan W. 2013. “Domestic Institutions, Capacity Limitations, and Compliance Costs: Host Country Determinants of Investment Treaty Arbitrations, 1987–2007.” *International Interactions* 39: 54-78.
- Ⓡ Karlas, Jan. Forthcoming. “Why States Inform: Compliance with Self-reporting Obligations in Universal Treaty Regimes.” *International Political Science Review*.
- Ⓡ Chayes, Abram, and Antonia Handler Chayes. 1993. “On Compliance.” *International Organization* 47(2):175-205.
- Ⓡ Downs, George, David Rocke, and Peter Barsoom, 1996. “Is the Good News about Compliance Good News about Cooperation?” *International Organization* 50(3): 379-406.
- Ⓡ Fearon, James. 1998. “Bargaining, Enforcement, and International Cooperation.” *International Organization* 52(2): 269-305.
- Ⓡ Berliner, Daniel, and Aseem Prakash. 2015. ““Bluewashing” the Firm? Voluntary Regulations, Program Design, and Member Compliance with the United Nations Global Compact.” *Policy Studies Journal* 43(1): 115-138.
- Ⓡ Dai, Xinyuan. 2002. “Information Systems in Treaty Regimes.” *World Politics* 54: 405-436.

#### **Week 4 (September 8): The Nexus Between Domestic and International Institutions**

- Mansfield, Edward and Jon Pevehouse. 2006. “Democratization and International Organizations.” *International Organization* 60(1): 137-167.
- Matanock, Aila M. 2020. “How International Actors Help Enforce Domestic Deals.” *Annual Review of Political Science* 23: 357-383.
- Hill Jr., Daniel W. 2010. “Estimating the Effects of Human Rights Treaties on State Behavior.” *Journal of Politics* 72(4): 1161-1174.
- von Borzyskowski, Inken. 2019. “The Risks of Election Observation: International Condemnation and Post-Election Violence.” *International Studies Quarterly* 63 (3): 654-667.
- Ⓡ Adhikari, Bimal, Jeffrey King, and Lie Philip Santoso. Forthcoming. “A BIT of Help? The Divergent Effect of Bilateral Investment Treaties on Women’s Rights.” *Journal of Human Rights*.

- Ⓡ Kelley, Judith. 2007. “Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Non-Surrender Agreements.” *American Political Science Review* 101(3): 573-589.
- Ⓡ Allee, Todd and Paul Huth. 2006. “Legitimizing Dispute Settlement: International Legal Rulings and Domestic Political Cover.” *American Political Science Review* 100(2): 219-234.
- Ⓡ Pevehouse, Jon. 2002. “Democracy from the Outside-In? International Organizations and Democratization.” *International Organization* 56(3): 515-549.
- Ⓡ von Borzyskowski, Inken. 2016. “Resisting Democracy Assistance: Who Seeks and Receives Technical Election Assistance?” *Review of International Organizations* 11(2): 247-282.
- Ⓡ Wright, Joseph. 2009. “How Foreign Aid Can Foster Democratization in Authoritarian Regimes.” *American Journal of Political Science* 53(3): 552-571.
- Ⓡ Cao, Xun, and Aseem Prakash. 2012. “Trade Competition and Environmental Regulations: Domestic Political Constraints and Issue Visibility.” *Journal of Politics* 74(1): 66-82.

## Part II: The United Nations System

### Week 5 (September 15): UN General Assembly

- [The United Nations System](#)
- [Functions and Powers of the General Assembly](#)
- Mattes, Michaela, Brett Ashley Leeds, and Royce Carroll. 2015. “Leadership Turnover and Foreign Policy Change: Societal Interests, Domestic Institutions, and Voting in the United Nations.” *International Studies Quarterly* 59(2): 280-290.
- Brazys, Samuel, and Diana Panke. 2017. “Why Do States Change Positions in the United Nations General Assembly?.” *International Political Science Review* 38(1): 70-84.
- Adhikari, Bimal. 2019. “Power Politics and Foreign Aid Delivery Tactics.” *Social Science Quarterly* 100(5): 1523-1539.
- Brazys, Samuel, and Alexander Dukalskis. 2017. “Canary in the Coal Mine? China, the UNGA, and the Changing World Order.” *Review of International Studies* 43(4): 742-764.
- Ⓡ Adhikari, Bimal. 2019. “United Nations General Assembly Voting and Foreign Aid Bypass.” *International Politics* 56(4): 514-535.

- Ⓡ Panke, Diana. 2014. "Absenteeism in the General Assembly of the United Nations: Why Some Member States Rarely Vote." *International Politics* 51(6): 729-749.
- Ⓡ Kahn-Nisser, Sara. 2019. "When the Targets Are Members and Donors: Analyzing Intergovernmental Organizations' Human Rights Shaming." *Review of International Organizations* 14(3): 431-451.
- Ⓡ Panke, Diana. 2014. "The UNGA – A Talking Shop? Exploring Rationales for the Repetition of Resolutions in Subsequent Negotiations." *Cambridge Review of International Affairs* 27(3): 442-458.
- Ⓡ Panke, Diana, Stefan Lang, and Anke Wiedemann. 2019. "Regional Organisations in the UNGA: Who is Most Active and Why?." *Journal of International Relations and Development* 22(3): 744-785.
- Ⓡ Dreher, Axel, and Shu Yu. 2019. "The Alma Mater Effect: Does Foreign Education of Political Leaders Influence UNGA Voting?." *Public Choice*: 1-20.
- Ⓡ Mosler, Martin, and Niklas Potrafke. 2020. "International Political Alignment during the Trump Presidency: Voting at the UN General Assembly." *International Interactions* 46(3): 481-497.

#### Week 6 (September 22): UN Security Council

- [What is the Security Council?](#)
- Dreher, Axel, Matthew Gould, Matthew D. Rablen, and James Raymond Vreeland. 2014. "The Determinants of Election to the United Nations Security Council." *Public Choice* 158(1-2): 51-83.
- Bueno de Mesquita, Bruce, and Alastair Smith. 2010. "The Pernicious Consequences of UN Security Council Membership." *Journal of Conflict Resolution* 54(5): 667-686.
- Hwang, Wonjae, Amanda G. Sanford, and Junhan Lee. 2015 "Does Membership on the UN Security Council Influence Voting in the UN General Assembly?." *International Interactions* 41(2): 256-278.
- Chapman, Terrence L., and Dan Reiter. 2004. "The United Nations Security Council and the Rally 'Round the Flag Effect." *Journal of Conflict Resolution* 48(6): 886-909.
- Ⓡ Lim, Daniel, and James Raymond Vreeland. 2013. "Regional Organizations and International Politics: Japanese Influence over the Asian Development Bank and the UN Security Council." *World Politics* 65(1): 34-72.
- Ⓡ Voeten, Erik. 2005. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force." *International Organization* 59(3): 527-557.

- Ⓡ Langmore, John, and Ramesh Thakur. 2016. "The Elected but Neglected Security Council Members." *Washington Quarterly* 39(2): 99-114.
- Ⓡ Bashir, Omar S., and Darren J. Lim. 2013. "Misplaced Blame: Foreign Aid and the Consequences of UN Security Council Membership." *Journal of Conflict Resolution* 57(3): 509-523.
- Ⓡ Binder, Martin, and Jonathan Golub. 2020. "Civil Conflict and Agenda-Setting Speed in the United Nations Security Council." *International Studies Quarterly* 64(2): 419-430.
- Ⓡ Hosli, Madeleine O., Rebecca Moody, Bryan O'Donovan, Serguei Kaniovski, and Anna CH Little. 2011. "Squaring the Circle? Collective and Distributive Effects of United Nations Security Council Reform." *Review of International Organizations* 6(2): 163-187.

<b>Week 7 (September 29): UN Commission on Human Rights / UN Human Rights Council</b>
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- [What is the Human Rights Council?](#)
- Squatrito, Theresa, Magnus Lundgren, and Thomas Sommerer. 2019. "Shaming by International Organizations: Mapping Condemnatory Speech Acts Across 27 International Organizations, 1980–2015." *Cooperation and Conflict* 45(3): 356-377.
- Ausderan, Jacob. 2014. "How Naming and Shaming Affects Human Rights Perceptions in the Shamed Country." *Journal of Peace Research* 51(1): 81-95.
- Adhikari, Bimal. 2021. "UN Human Rights Shaming and Foreign Aid Allocation." *Human Rights Review* 22(2): 133-154.
- DiBlasi, Lora. 2020. "From Shame to New Name: How Naming and Shaming Creates Pro-Government Militias." *International Studies Quarterly* 64(4): 906-918.
- Ⓡ Esarey, Justin, and Jacqueline HR DeMeritt. 2017. "Political Context and the Consequences of Naming and Shaming for Human Rights Abuse." *International Interactions* 43(4): 589-618.
- Ⓡ Vadlamannati, Krishna Chaitanya, Nicole Janz, and Øyvind Isachsen Berntsen. 2018. "Human Rights Shaming and FDI: Effects of the UN Human Rights Commission and Council." *World Development* 104: 222-237.
- Ⓡ Hug, Simon. 2016. "Dealing with Human Rights in International Organizations." *Journal of Human Rights* 15(1): 21-39.
- Ⓡ Demeritt, Jacqueline HR. 2012. "International Organizations and Government Killing: Does Naming and Shaming Save Lives?." *International Interactions* 38(5): 597-621.
- Ⓡ Terman, Rochelle, and Erik Voeten. 2018. "The Relational Politics of Shame: Evidence from the Universal Periodic Review." *Review of International Organizations* 13(1): 1-23

- Ⓡ Krain, Matthew. 2012. “J’accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?.” *International Studies Quarterly* 56(3): 574-589.
- Ⓡ Hug, Simon, and Richard Lukàcs. 2014. “Preferences or Blocs? Voting in the United Nations Human Rights Council.” *Review of International Organizations* 9(1): 83-106.

### Week 8 (October 6): Fall Break

## Part III: International Economic Organizations

### Week 9 (October 13): International Monetary Fund

- [The IMF at a Glance](#)
- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2015. “Politics and IMF Conditionality.” *Journal of Conflict Resolution* 59(1): 120-148.
- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2009. “Global Horse Trading: IMF Loans For Votes in the United Nations Security Council.” *European Economic Review* 53(7): 742-757.
- Detraz, Nicole, and Dursun Peksen. 2016. “The Effect of IMF Programs on Women’s Economic and Political Rights.” *International Interactions* 42(1): 81-105.
- Woo, Byungwon, and Amanda Murdie. 2017. “International Organizations and Naming and Shaming: Does the International Monetary Fund Care About the Human Rights Reputation of its Client?.” *Political Studies* 65(4): 767-785.
- Ⓡ Caraway, Teri L., Stephanie J. Rickard, and Mark S. Anner. 2012. “International Negotiations and Domestic Politics: The Case of IMF Labor Market Conditionality.” *International Organization* 66(1): 27-61.
- Ⓡ Nelson, Stephen C., and Geoffrey Wallace. 2017. “Are IMF Lending Programs Good or Bad for Democracy?.” *Review of International Organizations* 12(4): 523-558.
- Ⓡ Stubbs, Thomas H., Alexander E. Kentikelenis, and Lawrence P. King. 2016. “Catalyzing Aid? The IMF and Donor Behavior in Aid Allocation.” *World Development* 78: 511-528.
- Ⓡ Rickard, Stephanie J., and Teri L. Caraway. 2019. “International Demands for Austerity: Examining the Impact of the IMF on the Public Sector.” *Review of International Organizations* 14(1): 35-57.
- Ⓡ Lang, Valentin. 2021. “The Economics of the Democratic Deficit: The Effect of IMF Programs on Inequality.” *Review of International Organizations* 16: 599-623.

- Ⓔ Stubbs, Thomas, Bernhard Reinsberg, Alexander Kentikelenis, and Lawrence King. 2020. “How to Evaluate the Effects of IMF Conditionality.” *Review of International Organizations* 15(1): 29-73.

### **Week 10 (October 20): World Bank**

- [Getting to Know the World Bank](#)
- Blanton, Robert G., Shannon Lindsey Blanton, and Dursun Peksen. 2015. “The Impact of IMF and World Bank Programs on Labor Rights.” *Political Research Quarterly* 68(2): 324-336.
- Kersting, Erasmus K., and Christopher Kilby. 2016. “With a Little Help from My Friends: Global Electioneering and World Bank Lending.” *Journal of Development Economics* 121: 153-165.
- Carnegie, Allison, and Cyrus Samii. 2019. “International Institutions and Political Liberalization: Evidence from the World Bank Loans Program.” *British Journal of Political Science* 49(4): 1357-1379.
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## **Part V: The Future of International Organizations**

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### **Week 14 (November 17): Mini Conference I**



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