



International Organizations

BA in Political Science and International Relations

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Office Hours: M 15-16pm

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Class Hours: 60/168h

Class Room: 7.15

Lab Room: 7.21

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Lab Hours: M 9-12:30am

Tutorial guidance: M 12:30am-1pm

1 Course Description

Several dynamics in power management are in confrontation. From geopolitical structures to global governance models that shape perceptions of the world since modern times. We aim to go beyond common wisdom by providing a dynamic, responsible, au-

onomous and close teacher-student relationship. In pursuing this, the course is based on quasi-permanent availability, informality and critical thinking.

In order to achieve the above (and below) goals, this course proposes a critical approach to International Organizations (IOs) and Institutions (IIs) as vehicles of power management in international politics. The course explains their *raison d'être* and emergence in the 18th and 19th centuries, as well as their relevance in contemporary global systems.

First, we work on the theoretical and conceptual debate to further analyze the organization and functioning of several International Organizations and Institutions. We introduce the students to several IOs and IIs, not only at international, but also at regional level, in the following aspects: origins, evolution, objectives, actions, functions, organizational structure, current importance and nowadays challenges to global governance models. Furthermore, we aim at contributing to a broader reflection on its reform and innovation at the international scene in times of major transformations and globalization.

The syllabus merges both theoretical/fundamental knowledge and applied expertise, in order to operationalize coherently the main objectives of the curricular unit. The topics have been carefully selected to provide students with a common understanding of the core and emerging themes in political science and international relations, as well as to train their reflections skills in view of the elaboration of their final essay project (both in the **work plan proposal** and the **final written assignment** versions). Students will be in contact with the most up-to-date endeavours and debates in the selected subfields, so that they develop a critical knowledge about different international political issues and to help them rethink and redefine their theoretical and empirical assumptions. It matches the curricular unit's **learning outcomes** by:

- Creating an environment of academic critical discussion, which requires from students an increasing sophistication of argumentative skills and theoretical sensitivity during the semester;
- Providing a dynamic acquisition of specialised knowledge and through an inter-

disciplinary articulation of the different sub-areas covered;

- Enabling a dynamic and informal interaction between teacher and students in the context of activating forms of participation around issues relevant to the preparation of their written assignments.

2 Learning Outcomes

Upon successful completion of the course unit, students should be able to:

1. Understand and explain the importance of various International Organizations as actors in political science and international relations;
2. Identify, analyze and evaluate the role currently played by International Organizations and International Institutions;
3. Explain the role of International Organizations in the globalization process;
4. Distinguish among the skills, history, nature and functioning of different International Political Organizations and Institutions;
5. Critically assess the relationship between International Institutions, nations, states and individuals;
6. Interpret the regional, international and global scope of these institutions;
7. Research, select and analyze information on International Organizations, as well as data, reports and other publications produced by these.

3 Course Structure

3.1 Class Structure

Classes build on a multi-level method. First, the professor lectures on a specific topic. Second, students present the and discuss the reading materials with colleagues. Third, external personalities may be invited to lecture on specialized issues. Fourth, some classes

will have a dynamic fashion (quizzes, mind-maps, brainstormings, videos or news) on the applicability of the course materials to nowadays life.

The key objective of the course is to provide students with advanced understanding of themes and issues of International Organizations and put them in contact with the most up-to-date research endeavours and debates in the selected sub-fields. Students are expected to attend the classes and participate proactively in the discussions. In addition, students will be asked to prepare and submit an oral presentation and a **written assignment** in one of the sub-fields, preferably related to the students interests in the discipline.

Due to the pandemic crisis, and in order to promote the coherence and predictability of the course, both for students and teacher, classes will be taught online during the first three weeks. Afterwards, the model will be reassessed for the remaining period according to the general law, university's regulations and the evolution of the Covid-19 pandemic.

Classes are lectured in Portuguese. Notwithstanding, Erasmus, displaced and student workers will have close accompaniment. Their **assessments** differ from regular students. See below the assessments and look at the **accommodations** for these cases. Classes will have around three breaks (if tutorial guidance is taken into account). From a tentative and subject project, we can say that it will be organized somewhat as follow. From 9 to 11:15 the professor lectures on the program, and oriented discussion (students present and discuss the course's specific topics) takes place from 11:30 to 12:15. From 12h:30 afterwards the professor gives tutorial guidance to national and international students. Breaks take place from about 10:15 to 10:30, 11:15 to 11:30, and 12:15 to 12:30.

3.2 Tutorial Guidance

Around 30 minutes of the class hours are devoted to tutorial guidance, according to the article 110 of the **Academic Regulation** of the university. Tutorial guidance takes place between 12:30am and 1pm. The professor will also be available at his office (1.10) from 15 to 16pm at Mondays. Nonetheless, students must previously inform their intent to

meet in the last schedule by [e-mail](#).

3.3 Program

What are international institutions? Like IGOs, are NGOs and NPOs political institutions? How do we classify and distinguish them? How have they evolved both before and after the second world war? What is their role? IOs functions and activities are clear and one-sided? Are NGOs accountable? Where does the international debate stands nowadays? What is the impact of globalization, "class of civilizations" and waves of democratization in western policy? How do we define IOs and IIs? Has globalization ended the rise and rise of the nation-state and enforced new models of global governance through IGOs, NGOs and NPOs?

The course builds on seven modules in order to answer these and other questions, such as the challenges of globalization at international organization as a means of global governance. By ruling the void, international civil society emerges (NGOs and NPOs). We clarify the notions and classifications in order to study the creation, history and extinction of IOs, both according to international law and case studies.

By combining a theoretical/fundamental knowledge and applied expertise, in order to operationalize coherently the main objectives of the curricular unit, I first introduce students to the theoretical foundations of the international system, as well as the main theories and empirical studies of international institutions. Second, we address IO as a field of study, by reviewing the most relevant literature and the history of IIs. Third, the political system and organizational architecture of IOs, such as general assemblies and assemblies of states parties, parliaments and parliamentarians as international actors, executive boards and councils, executive heads and secretariats. Forth, IO relations with other actors, such as governments, civil society and the private sector. Fifth, we study in-depth the international governance through IOs by addressing its legitimacy, participation, accountability and transparency. We finalize by discussing the role of cooperation between states and IOs in light of the Covid-19 pandemic.

In parallel, I also present types of data sources available for advanced quantitative

research in the study of IGOs (useful for the **essay**) and most up to date methodological approaches in cross-national studies of International Governance broadly speaking.

We will address several issues and IOs embedded in the program, such as:

- The League of Nations (LN) and the inception of "collective security"
- The United Nations (UN) as the centrepiece of international governance
- The UN and international security
- Issues in UN reform
- Economic governance: the role of the World Bank (WB) and the International Monetary Fund (IMF)
- The World Trade Organisation (WTO) and the multilateral system of trade
- International Labour Organization (ILO)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Organization for Economic Cooperation and Development (OECD)
- North Atlantic Treaty Organization (NATO)
- The International Criminal Court (ICC)
- Council of Europe
- The Organisation for Security and Cooperation in Europe (OSCE)
- Community of Portuguese Speaking Countries (CPLP)

The general program concerning these organizations is as follows.

3.3.1 Theoretical and Analytical Foundations

- International Systems and IOs
- Winners and losers of globalization
- IOs and the challenge of Global Governance
- The emergence of International Civil Society

- The study of IOs as a process and as a creation of the international system
- General Theory of IOs: IGOs and NGOs
- Definition and classification: concepts and types of IO
- IO as a field of study since 1910
 - Data sources
 - Methodological approaches

3.3.2 Emergence and Evolution of IO

- The first modern IOs
- The administrative unions of the 19th century
- The flourishing evolution after the 1st World War
- The role of IOs has a mechanism of international cooperation
- The creation and extinction of IOs

3.3.3 Participation in IOs, their Goals, Scope and Finances

- State participation in IOs
- Goals definition and its importance
- Roles fulfilled by IOs
- The economic and financial system of IOs

3.3.4 Functions and Activities

- Lawmaking
- Motoring processes
- Sanctions and their unintended consequences
- Use of force
- Dispute Settlement
- Peace operations

- Counter-terrorism and war
- Non-proliferation and disarmament
- Human rights, migrations and humanitarian action
- Democracy promotion

3.3.5 The Organizational Structure and Operations of IOs

- General assemblies and consultative bodies
- Executive boards, executive heads and councils
- Administrative bodies and secretariats
- Jurisdictional bodies
- Parliamentary bodies and parliaments and parliamentarians as international actors

3.3.6 "Ruling the Void": Principles and Issues of Governance through IOs

- Legitimacy
- Participation
- Democratic accountability and governmental innovation
- Transparency
- Legal and institutional mechanisms for IO-Government Cooperation
- Relationships with other IOs, civil society and the private sector

3.3.7 Challenges to Global Intergovernmental Organization

- The Need for Rethinking the United Nations
- Reforming the United Nations Security Council

4 Assessments

The curricular evaluation comprises the topics below: midterm exams, lab work and a written assignment, requiring a previous work plan proposal. Note also that relevant participation and discussion count to positively round the absolute grade: for example, a student with a 9,45 is graded with a 10 if he/she has demonstrated effort, commitment with the class and has relevant participation based on the readings and/or the topics.

Erasmus and displaced students' assessments build on the [written assignment](#). See the respective [accommodations](#) for these cases. Notwithstanding, it is still required a previous [work plan proposal](#) at the same deadline as national students.

4.1 Midterm Exams

Two class midterm exams, which take place on:

- April 12, 9-11pm, audit. 7.21, FCSH-UBI
- May 31, 9-11pm, audit. 7.21, FCSH-UBI

The first test comprises the materials lectured until one week prior to the midterm. It serves to guarantee a continuous study, as well as a feedback for the professor infer students' apprenticeship. If needed and according to the results, specialized guidance will be available for students with difficulties. The second test takes place on the last class of the semester and builds on all the materials lectured during the course. Due to the academic calendar and exceptions, this test can not take place at a later date, since week 16 serves for the disclosure of curricular grades (see the [schedule](#)). In extenuating circumstances, valid excuses for absence in this assessments will be accepted. In these cases, students should proceed and present the necessary documents as stated in the [attendance policies](#).

4.2 Essay

4.2.1 Work Plan Proposal

The work plan is a proposal of the rationale behind the final written assignment. It serves for students receive specific feedback and comments from the professor that may garner more quality and improve their essays. This project must be submitted in an editable file (e.g. docx) until March 31 and should include:

1. Indication of the course unit, semester and year
2. Professor's name
3. Student identification (name and number)
4. Date
5. Title
6. Subtitle (if needed)
7. Indication of:
 - Research question
 - Objectives (by topics)
 - Analytical or methodological framework (if applicable)
8. Abstract (max. 100 words)
9. Theoretical Framework: brief state of the art on the topic – i.e. **literature review** (max. 300 words)
10. Expected bibliography
 - Main bibliography
 - Secondary bibliography
 - *max. 20 references in total*

E-mail submissions are not evaluated. Mandatory file submission is through the respective options at **moodle** platform ("Work Plan Proposal").

The follow-up of this proposal may be presented in class (an extra session). However, as said above, this is not mandatory. See the details **here** and the differences in

grading policies [here](#). In any case, the professor will give specific feedback comments on individual work plans that permit students to garner more quality on writing the essay below.

Here follows a tip to build your work plan. Bryman (2007) tells us that "When writing a research proposal, there are a number of issues that you will probably need to cover:

- What is your research topic or, alternatively, what are your research objectives?
- Why is your research topic (or why are those research objectives) important?
- What is your research question or what are your research questions?
- What does the literature have to say about your research topic/objectives and research question(s)?
- How are you going to go about collecting data relevant to your research question(s)? In other words, what research methods are you intending to use?
- Why are the research methods/sources you have selected the appropriate ones for your research question?
- What resources will you need to conduct your research?
- What is your timetable for the different stages of the project?
- What problems do you anticipate in doing the research (for example, access to organizations)?
- What are the possible ethical problems associated with your research?
- How will you analyse your data?

4.2.2 Written Assignment

The written assignment is the compendium and finalized version of the essay. It is expected that students deepen the puzzling theoretical and/or empirical pattern that they have identified in the work plan proposal according to the professor's feedback. Notwithstanding, students are free to change their subject and all of their work. From this perspective, the written assignment may not be just an improvement of the previous design exposed. It may totally differ from the previous version submitted. It is the

student's sole responsibility to decide whether they want to do so or not, since the evaluation of the topic, path and argument is free since it fits with the course's model.

This assessment:

- Must be delivered until May 16.
- Must be submitted in a non-editable file (PDF) with the student specific name and number as label (e.g. "Hugo Ferrinho Lopes, 27027")
- Is limited to 5000 words (excluding final references, tables, graphs and figures).
- Is supposed to follow the **norms regarding graphic formatting of the university's thesis**.
- Should follow UBI's **master thesis template**.
- Must be properly cited. Students can, for example, follow APA rules (among others). In this case, APA referenced can be automatically generated using google scholar or Scribbr APA Citation Generator. Since in some cases the first has incomplete information (specifically in books, chapters, policy briefs or thesis), you can always double-check with Scribbr. For the second, proceed as the following.

1. Access to **Scribbr home page**
2. Select the option(s) of the type of intended publication
3. Automated field will appear
4. Search for the publication (e.g. title or DOI)
5. Select "cite source"
6. The reference appears

Trying to help some FAQs (frequently asked questions), I summarize some suggestions (which are not mandatory) that may give students some insights:

- Quotation marks: double with single within ("the 'new' regime")
- Punctuation: outside quotation marks ('it is a fresh start'. , not 'it is a fresh start.')
- Acronyms: unpointed (USA, not U.S.A)
- Dashes: spaced en dash (The essay – first published in 1960 – addresses this question)

- Bulleted and numbered lists
 - Each line begins with a capital letter.
 - Each line ends with a full stop.
- Figures and tables: should there be an in-text reference for every figure and table, e.g. 'see Figure 7.9'
- Multiple works by same author in references list: listed chronologically
- Multiple works by same author in the same year: listed with an 'a', 'b', 'c', etc. afterwards

Plagiarism is not tolerated. Very similar texts between students in this or other courses are obviously included – even if it is from the same student, such as previous assignments delivered to other professors in this or other academic year. See the [policies on academic integrity and honesty](#) for further details.

Also, e-mail submissions are not evaluated. Mandatory file submission is through the respective option at [moodle](#) platform ("Final Written Assignment").

Finally, doubts about the authorship of the essay, the student's substantive knowledge on the conceptual or empirical framework used or grade tie-breaking will be clarified with the teacher upon an oral defense. This assessment may either increase, maintain or decrease the grade, and takes place on May 28. If it is the case, students will be approached by their university's e-mail until May 26. They are expected to regularly follow the institutional address.

4.3 Practical and Lab Exercises

Lab work, corresponding to practical exercises entailing 2 oral presentations: one on the reading materials on a specific topic, and other on the work plan proposal in a supplementary session to schedule. The last exercise is not mandatory. See the differences in [grading policies](#).

4.3.1 Oral presentation on the course materials

The exercise puts emphasis on a specific issue, supported – although not exclusively – on the class readings. Presentations occur as indicated in the [weekly schedule](#), which entails almost every week of the semester, and the order of students presenting is randomized. Students may switch their scheduled presentation – both if they simply want to do so and if extenuating circumstances happen – but only by directly switching with other classmates and according the [attendance policies criteria](#). The schedule is made in way that no presentations match with weeks with midterm exams. Therefore, we can catch-up most of the exercises potential and prevent extra-work for part of the class in the same day.

In preparing the lab works, students must build on the readings available at the [secondary bibliography specific literature on this exercise](#). The time span limit for each presentation is about 15 minutes. We will have about 15 minutes afterwards devoted to oriented debate on each presentation and its respective issues. Students are free to structure the discussion and choose if resources like slide presentations are needed or not. The professor guides the debate in order to ensure the focus on the course's framework, program and possible gaps to fulfill in order to every classmates receive a common and clear understanding of the structural topics.

Topics for the exercise are as such:

- IO as a field of study: the literature and the current international debate, data sources and methodological approaches
- History of IOs
- IOs actions in promoting international goals
- IOs relations with other actors
- The organizational structure of IOs
- International governance through IOs
- Challenges to IOs: accountability, financial resources, technology and proximity to citizens

Students may face this exercise by doing it individually or in pairs of two, i.e. each presentations may have 1 or 2 students presenting. The order of presentations is randomized. Students *must* indicate in this [google document](#) whether they wish to make the presentation alone or with a colleague (with the exception of [Erasmus, displaced and worker students](#)). Only students who fill this information until 3 March, 12:00am are admitted to the oral presentation. Those who do not fulfill their respective data until the end of the deadline are forced to submit themselves to the [extra exams](#) in order to get a passing score at the course.

After the respective presentation, each student/group should send their support (if they had) to the professor. If students use some kind of support (like slide presentation, L^AT_EX, Powerpoint, Prezi, PowToon, Emaze, SlideDog or GoogleSlides) they should send this support to the professor up to two days after the class in order to make it available to every classmate at the moodle platform.

The order of the presentations (students and respective readings) is on the [weekly schedule](#).

4.3.2 Oral presentation on the work plan proposal

This exercise is not mandatory. Nonetheless, we can schedule a supplementary class in order to the professor give specific feedback on the individual proposals. Therefore, this just an opportunity for students to grasp detailed information. If doing so, students are expected to present their work plan. They may also address questions and share their doubts with the tutor or colleagues in a dynamic approach that aims to garner most of the class team work potential. In order to schedule this meeting and organize the necessary time span, students must inform the professor through e-mail if they intent to do this presentation – they must do so at the time they submit the work plan in moodle.

4.4 Grading Policy

4.4.1 Curricular Evaluation

The typical grading scale (0-20) will be used. Curricular evaluation comprises a continuous effort throughout the semester. To complete the course, student must obtain a grade equal or above 10/20pt. The grade counts the assessments using the proportions as follows:

- 50% is determined by 2 in class **midterm exams**. Specific guidance will be available for students to catch-up details and be prepared for these evaluations.
 - The 1st is on April 12 (25%).
 - The 2nd is on (25%).
- 40% is determined by an **essay**, divided as follows.
 - A (1) **work plan proposal** submitted by March 31; and (2) its presentation in a supplementary class. The second only comprises students who choose such option. In both cases, the sum of either one or both corresponds to 10% of the score: if students do not submit themselves to the oral presentation, the written proposal has a score of 10%; if they choose to present the proposal, the score is divided (5-5%) by its written and oral forms.
 - The **final essay**. It should be delivered by May 16 and corresponds to 30% of the score.

Both are evaluated according to its:

- Conceptual rigorousness (30%)
 - Justified critical judgement (20%)
 - Logical sequence of the argument and structure of the text/presentation (20%)
 - Written text/presentation's exposure and correct reference to the materials used (15%)
 - Synthesis (10%)
- 10% is determined by **lab work**: a practical exercise on the course's materials. This exercise comprises an oral presentation in class, building on weekly readings. It is mandatory. Students who do not attend this assessment and do not present

an authenticated justification are not evaluated at the remaining course (curricular assessments) and are automatically submitted to the final extra examinations. See the [attendance policies](#) for more information.

- The oral presentations are evaluated according to the following ratings:
 - * Conceptual rigorousness (30%)
 - * Justified critical judgement (20%)
 - * Logical sequence of the argument and structure of the presentation (20%)
 - * Oral exposure and correct reference to all the readings materials used (15%)
 - * Synthesis (10%)
- The evaluation of this assessment builds on the above mentioned criteria, but is divided as follows:
 - * 90% corresponds to the presentation
 - * 10% corresponds to the structured comments and participation supported on the reading materials to other students' presentations.

Students can track their prospecting grade through this [simulator](#) available in moodle.

4.4.2 Final Extra Exams

The course has no minimum grade needed to attend extra-curricular evaluation. The professor permits the attendance and opens the final extra exams (regular and special, henceforth 1 and 2, respectively) to any student who wishes or need to attend them, either to be approved at the course or to increase the curricular grade.

These exams follow the classic structure of a midterms tests and are the same for all students (regular, Erasmus, displaced and workers). They have a proportion of 100%, i.e. the higher grade prevails. For example, a student who attends to increase an 11 and is graded with a 9 keeps the 11 (higher) as the final grade. If the same student is graded with a 13 final grade will then be 13. The same happens for students that submit themselves to the exam for getting approval at the course (e.g., a curricular 0 with a 14 in extra exam 1 or 2 is graded afterwards with a 14).

5 Course Policies

5.1 During Class

Overall, students have no prohibitions, but I call their good judgement in order to make classes interactive, focused and participated. I understand that the electronic recording of notes will be important for class and so computers will be allowed in class. Please refrain from using computers for anything but activities related to the class. Phones are rarely useful for anything in the course, yet there is no problem if its utilization does not affect the class. Eating and drinking are allowed but likewise please refrain from it affecting the course as the classes are typically active.

5.2 Attendance Policy

Attendance is expected in all lecture and lab sections. Although, it is not mandatory. Students are free to attend or not the classes and no minimum attendance is needed to be evaluated at the course, except for the assessments, of course. In extenuating circumstances, valid excuses for absence in assessments such as midterms or lab work (only) with an authenticated proof will be accepted. The acceptance of this proof depends on the extent to which the particular case is included in the article 132, no. 1 of the university's [Academic Regulation](#) or [dispatch 37/R/2013](#). In these cases, students should proceed as follows:

5.2.1 Oral presentation

Students are more than able to switch their scheduled presentation with colleagues. If students do that, or if they need to do so (in cases as above mentioned), they must inform the professor. With the exception of extraordinary circumstances, it is not expected that a scheduled presentation does not take place on the agreed day.

5.2.2 Midterm exams

If a student fails to attend and delivers the proof until 48 hours after the exam, (s)he will do the midterm test in the first day of week immediately after the remaining colleagues, from 3 to 5pm at the professor's office. It is the student's exclusive responsibility to obtain the documentation. That being said, when the student informs the teacher about the need of doing the midterm in the second date, (s)he must present enough proof to make verification possible.

5.3 Policies on Late Assignments

Late assignments such as the final essay or its (written) work plan proposal will be accepted for no penalty if a valid excuse is communicated to the instructor until 2 days before the deadline. After the deadline, assignments will be accepted for a 10% deduction to the score up to 2 days after the deadline. After this any assignments handed in will be given 0.

5.4 Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found at the [General Integrity Code](#), as well as at the [Students Code of Conduct](#) of the Faculty of Social and Human Sciences (FCSH-UBI).

Inappropriate academic conduct and violation of students' general duties, namely [plagiarism and academic fraud](#), makes the respective evaluation unfeasible, as stated at the article 134 of the [Academic Regulation](#) of the university. Very similar texts between students in this or other courses are obviously included, even if it is from the same student, such as previous assignments delivered to other professors in this or other academic year. The same is true for class slide presentations from the professor. It may also lead to the temporary suspension of a student's scholar activities, according to the article 11 of the [Disciplinary Regulations for Students](#) of the university.

6 Accommodations for Erasmus, Displaced and Workers

Reasonable accommodations will be made for Erasmus or displaced students, as well as student workers or individuals with verifiable and authenticated disabilities. Differently from curricular assignments, these cases will be evaluated building only on the final essay, both in its **work plan proposal** (20%) and **written assignment** (80%) version – except that these students do not perform an oral presentation of the work plan proposal. In order to take advantage of available accommodations, namely theoretical-practical and tutorial classes, as well as close accompaniment, students must contact the professor by **e-mail** as soon as possible in order to receive specific guidelines.

7 Schedule and mandatory readings

The schedule is tentative and subject to change. The mandatory readings on the oral presentations comprise the key concepts and the learning goals you should grasp after each week on this specific issues. It also functions as a study guide before each exam, and at the end of the semester. For the other material (professor's lectures), I will make a midterm exam guide available before the assessments. Each exam will test on the material that was taught up until 1 week prior to the exam. The applications in the second half of the semester tend to build on the concepts in the first half of the semester though, so it is still important to at least review those concepts throughout the semester.

Week 01, 22/02 - 26/02: Warm-up, Team Building and Kick-off

- Presentation of the course
- Discussion on the syllabus, namely assessments and respective grading policy

Week 02, 01/03 - 05/03: Global Governance: the Role of IOs (I)

- Conceptualization: Globalization or 'Globaloney'? Dimensions of Globalization and IOs
- Globalization and democracy: developments, contradictions and risks

- Crisis of democracy and governance challenges
- Globalization and the state: developments and contradictions

2nd half: Syllabus

- Definition of the syllabus. Specifically, general policies, assignments, criteria and grading

Week 03, 08/03 - 12/03: Global Governance: the Role of IOs (II)

- Emergence of a new global governance paradigm? From government to governance?
- How has governance evolved?
- What role for IGOs? Why states decide to act through IGOs? Evolution in numbers

2nd half: Oral presentations: Globalization, international democracy and nation-states

- Gabriel Bandeira and Maria Paschoal: Görg & Hirsch (1998)
- Rita Almeida: Mann (1997)

Week 04, 15/03 - 19/03: Contrasting interpretations of global governance

- The Institutions of global governance (IMF, GATT, WTO, The World Bank)
- Structural Adjustment Programs: impact and critique
- The Washington Consensus. There is alternative?
- Measuring global inequalities and poverty: the Kuznets curve. Do IOs reduce inequality?
- General Theory: IGOs and NGOs
- Definition and classification: concepts and types of IO

2nd half: International Organizations and International Institutions

- Claudia Santos and Rafaela Samouco: Duffield (2007)
- Isabel Vaz and Mariana Balona: Reinalda (2013)

Week 05, 22/03 - 26/03: Emergence and Evolution of IO

- The first modern IOs
- The administrative unions of the 19th century
- The role of IOs has a mechanism of international cooperation
- The creation and extinction of IOs

2nd half: History of IOs

- Viviana Fiorilo: Herren (2016)
- André Cota: Chimni (2016)

Week 06, 29/03 - 02/04: Participation in IOs, their Goals, Scope and Finances

- State participation in IOs
- Goals definition and its importance
- Roles fulfilled by IOs
- The economic and financial system of IOs

2nd half: Theoretical and empirical approaches

- Bernardo Pais and Ivan David: Martin & Simmons (1998)
- Joana Marcos and Alona Bondarenko: Gartzke & Schneider (2013)

Week 07, 05/04 - 09/04: Easter Break

Week 08, 12/04 - 16/04: Midterm Exam 1

Week 09, 19/04 - 23/04: Functions and Activities

- Lawmaking
- Motoring processes
- Sanctions and their unintended consequences
- Use of force
- Dispute Settlement

2nd half: IOs actions in promoting international goals: Peace, Counterterrorism and Transnational Crime

- Bárbara Gomes and Leonor Braçais: Howard & Dayal (2016)
- Petr Gomes and Yuri Maroto: Cockayne (2016)

Week 10, 26/04 - 30/04: The Organizational Structure and Operations of IOs

- Assemblies, Executives and Councils
- Parliamentary and Jurisdictional bodies

2nd half: IOs actions in promoting international goals: Human rights and migrations

- Ana Rocha: van Tuijl (2016)
- Ana Beatriz Sousa: Loescher (2016)

Week 11, 03/05 - 07/05: "Ruling the Void"

- Legal and institutional mechanisms for IO-Government Cooperation
- Non-profit Organizations and the principal-agent problem

2nd half: Relations with other actors

- Carolina Casqueira and Joana Dias: van der Vleuten & Ribeiro Hoffman (2013)
- Catarina Grácio and Carlota Menu: Scholte (2016)

Week 12, 10/05 - 14/05:

-

2nd half: The structure and organization of IOs (I)

- Mariana Madeira and Marta Mendes: Karns (2016)
- Ana Sofia Bretes and Mariana Maia Luís: Høyland (2016)

Week 13, 17/05 - 21/05: NGOs and the illusion of democracy

- Do NGOs contribute to strengthen democracy?
- The dilemma
- Case studies

2nd half: The organizational structure of IOs (II)

- Tânia Simbine: Wessel (2016)
- Ana Silveira and Rita Roque: Piiparinen (2016)

Week 14, 24/05 - 28/05: Challenges to IOs

- Legitimacy
- Participation and proximity to citizens
- Accountability
- Financial resources
- Technology
- Transparency
- Voting pattern at the UN General Assembly
- The need for rethinking the United Nations

2nd half: Challenges to IOs

- Adriano Esteves and Natalia Suciú: Dörfler & Hosli (2013)

Week 15, 31/05 - 04/06: Midterm Exam 2

Week 16, 07/06 - 11/06: Curricular grades

Week 17, 14/06 - 18/06: Extra Exam 1

Week 21, 12/07 - 16/07: Extra Exam 2

8 Bibliography

8.1 Main bibliography

8.1.1 Mandatory books

- Campos, J. M. de (coord.). (2019). *Organizações Internacionais*. Coimbra: Almedina.
- Cogan, J. K., Hurd, I., & Johnstone, I. (eds.). (2016). *The Oxford Handbook of International Organizations*. Oxford: Oxford University Press.
- Reinalda, B. (ed.). (2013). *Routledge Handbook of International Organization*. London: Routledge.

8.1.2 General main books and articles

- Amerasinghe, C. F. (2005). *Principles of the Institutional Law of International Organizations*. Cambridge: Cambridge University Press.
- Archer, C. (2014). *International Organizations*. London: Routledge.
- Barkin, J. S. (2013). *International Organizations: Theories and Institutions*. Basingstoke: Palgrave Macmillan.
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- Duffield, J. (2007). What are international institutions?. *International Studies Review*, 9(1), 1-22.
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- Weiss, T. G. & Rorden Wilkinson (eds.). (2008). *International Organization and Global Governance*. London: Routledge.

8.2 Secondary bibliography

8.2.1 General secondary bibliography

- Carreiras, H., & Malamud, A. (2020). Cooperation, the state, and the international organizations. In Gardini, J. L. (ed.). *The World Before and after Covid-19: Intellectual Reflections on Politics, Diplomacy and International Relations* (pp. 19-22). Salamanca/Stockholm: European Institute of International Studies Press.

- Crouch, C. (2020). *Post-democracy after the Crises*. London: John Wiley Sons.
- Huntington, S. (1991). *The Third Wave: Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press.
- Huntington, S. P. (1997). *The Clash of Civilizations and the Remaking of World Order*. New York: Touchstone.
- Keohane, R. O. (1988). International institutions: Two approaches. *International Studies Quarterly*, 32(4), 379-396.
- Kriesi, H., Grande, E., Lachat, R., Dolezal, M., Bornschie, S., & Frey, T. (2008). *West European Politics in the Age of Globalization*. Cambridge: Cambridge University Press.
- Malamud, A. (2000). Mercosur: from 'delegative democracies' to 'delegative integration'. Paper presented at the meeting of the *Latin American Studies Association*, Hyatt Regency Miami, March 16-18, 2000.
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8.2.2 Texts for in class oral presentations

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The Organizational Structure of IOs

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