

International Organisations

Code: 101095
ECTS Credits: 6

Degree	Type	Year	Semester
2500259 Political Science and Public Management	OT	3	2
2500259 Political Science and Public Management	OT	4	1
2503778 International Relations	OB	3	1

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Prerequisites

Pre-requisites

It is expected that students have basic previous knowledge of International Relations

Objectives and Contextualisation

The course pursues three main objectives:

- Make an introduction to the general theory of the International Organization (IO) and international organizations (IOs) in contemporary international society, in order to provide the student with the conceptual basis and the instruments of analysis of the subject.
- Study in a concrete way international organizations of universal, regional and interregional scope with the purpose of understanding their structure, composition and functions.
- Analyze the adoption and action of multilateral initiatives in the framework of international organizations in the face of the most significant problems of the global agenda

The program does not include international organizations at European level, since these are analyzed in other subjects of the curriculum

Competences

Political Science and Public Management

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
- Arguing from different theoretical perspectives.
- Assess the social, economic and environmental impact when acting in this field of knowledge.
- Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
- Demonstrating good writing skills in different contexts.
- Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
- Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- Distinguishing the discipline's main theories and different fields: conceptual developments, theoretical frameworks and theoretical approaches underlying the discipline's knowledge and different areas and sub-areas, as well as their value for the professional practice through concrete cases.
- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Producing and planning researches or analytical reports.
- Realising effective oral presentations that are suited to the audience.
- Students must be capable of knowing and applying basic terminology in English related to political sciences.
- Synthesizing and critically analysing information.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse cases and phenomena in the international sphere and interpret different political texts using contemporary political theories.
- Analyse the structure and operation of international institutions and organisations (political, economic, military and security, environmental, development and emergency aid) both in the universal and regional spheres, with particular emphasis on the European Union, from either real or simulated cases.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different tools for analysing the contemporary international system and its functional and regional or geographical subsystems.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply different theoretical focuses to the analysis of the international system and its subsystems and international European politics.
5. Apply different theoretical focuses, with a constructivist approach, to the actions of international organisations.
6. Apply quantitative and qualitative analysis techniques in research processes.
7. Applying theoretical and analytical knowledge of International Relations to practical and professional cases, in particular to the areas of conflict and cooperation between actors.
8. Arguing from different theoretical perspectives.
9. Assess the social, economic and environmental impact when acting in this field of knowledge.
10. Assessing specific distinctive aspects and conceptual and methodological instruments of the different tendencies and analytical approximations of International Relations.
11. Communicate using language that is not sexist or discriminatory.
12. Consider how gender stereotypes and roles impinge on the exercise of the profession.
13. Critically analyse the principles, values and procedures that govern the exercise of the profession.
14. Critically assessing the impacts of globalization in several areas: safety, environment, human rights, migrations and peace.
15. Define and relate the main analytical concepts of international relation with the process of European integration.
16. Demonstrating good writing skills in different contexts.
17. Demonstrating they know theoretical tendencies and classical and recent analytical approximations of International Relations.
18. Describing the international order: anarchy versus order, society of states and transnational society.
19. Describing the main characteristic elements of the international society as a whole (1945-2000).
20. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
21. Develop and acquire deeper historical, theoretical and conceptual knowledge of the origins, external relations and political processes of the European Union (EU).
22. Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
23. Develop strategies for autonomous learning.
24. Evaluate case studies of change and continuity in the international system, in the main regional subsystems (European, American, Asian) and in the subsystems of economy and security.
25. Explain the explicit or implicit code of practice of one's own area of knowledge.
26. Explaining the major approximations to the international relations (realism, transnationalism and structuralism).
27. Identify and analyse the different information sources on the international relations of the EU.

28. Identify data sources and carry out rigorous bibliographical and documentary searches.
29. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
30. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
31. Identifying sources of data and conducting bibliographic and documentary searches.
32. Interpreting and applying English texts in an academic way.
33. Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
34. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
35. Produce and prepare the presentation of intervention reports and/or proposals.
36. Producing and planning researches or analytical reports.
37. Properly using the theory and concepts of international relations (traditions of Hobbesian, Grotian or Kantian thought).
38. Propose new experience-based methods or alternative solutions.
39. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
40. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
41. Propose projects and actions that incorporate the gender perspective.
42. Propose viable projects and actions that promote social, economic and environmental benefits.
43. Propose ways to evaluate projects and actions for improving sustainability.
44. Realising effective oral presentations that are suited to the audience.
45. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
46. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
47. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
48. Students must be capable of knowing and applying basic terminology in English related to political sciences.
49. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
50. Synthesizing and critically analysing information.
51. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
52. Understand the process of European political integration in the context of the Cold War.
53. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
54. Use theoretical and meta-theoretical focuses to analyse the impact of globalisation on security, the economy and society on both a transnational and national scale and in different international organisations.
55. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
56. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
57. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.
58. Working autonomously.
59. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
60. Working in teams and networking, particularly in interdisciplinary conditions.

Content

CONTENTS

The contents of the course are structured in three major thematic blocks.

universal and regional perspective and the third analyzes the agenda of international organizations.

I. Theoretical approach to the IO and the IOs

Topic 1. The IO in the contemporary international society

1. The concepts of international society and IO
2. The IO in the theory of International Relations
3. The development of the theory of the IO
4. The theory of the IO in the 21st century

Topic 2. Different theoretical aspects about the IO

1. IO and International Law
2. Theories of Cooperation and conflict
3. Theories of Integration
4. Theories of International Regimes
5. Globalization and IO

Topic 3. IOs

1. IOs: Conceptual approach

2. IGOs: characteristics, structure and functions
3. IGOs: membership, financing and decision-making mechanisms.
4. NGOs: concept and impact within the framework of the IO

II. Universal and regional IOs

Topic 4. The IO in a universal perspective: the United Nations system (I)

1. From the League of Nations to the United Nations (UN)
2. Genesis and creation of the UN
3. Purposes and principles of the UN
4. Structure, members and funding of the UN

Topic 5. The IO in a universal perspective: the United Nations system (II)

1. Specialized agencies and programs of the United Nations
2. Specialized bodies for economic and financial cooperation: the Bretton Woods
3. Specialized bodies for social, cultural and technical cooperation: the UNCTAD, UNESCO, WHO, ILO, FAO, etc.
4. United Nations in the 21st century

Topic 6. The IO in a regional perspective (I)

1. Region, regionalization and regionalism: conceptual approach
2. Regionalism: institutionalization and typology
3. Regionalism in the post-Cold War
4. The agenda of the new regionalism

Topic 7. The IO in a regional perspective (II)

1. The regional phenomenon in America
2. From Pan-Americanism to the Organization of American States (OAS)
3. "Old" and "new" Latin American integration
4. Analysis of American IOs: ODECA, SICA, CARICOM, CAN, MERCOSUR

Topic 8. The IO in a regional perspective (III)

1. The regional phenomenon in Africa, Asia and Oceania: genesis and development
2. Panislamism and Pan-Arabism: Bases for Institutionalized Intercontinentalism
3. From decolonization to the African Union (AU)
4. Main IOs of Western, Central, Eastern, Southern and Maghreb Africa

Topic 9. The IO in a regional perspective (IV)

1. Regionalism in Asia-Pacific
2. IOs from South-East Asia: the case of ASEAN
3. IOs from Western Asia: the CCASG and others
4. IOs of Asian-Oceanic scope: the CPS, the FPS
5. The APEC model and other cooperation forums

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III. The IOs and the problems of the international agenda

Topic 10. Multilateral initiatives to global problems

1. The IOs and the global challenges
2. The maintenance of international peace and security
3. The international protection of Human Rights: humanitarian and political aspects
4. International economic cooperation and development cooperation
5. Population, migrations and refugees
6. Environment, energy and natural resources
7. Education, science and culture
8. Transport, technology and telecommunications
9. Food and health
10. International coordination against transnational organized crime
11. Gender, etc.

IV. By way of reflection

Topic 11. The IO and the IOs: challenges and perspectives in the 21st century

Methodology

Methodology

The student's dedication to this subject is divided into different types of activities, each of them has a specific weight of work hours. This variety of work forms materializes in differentiated methodologies.

The subject is 6 ECTS credits.

The activities are distributed in:

- Directed activities, which are activities in the classroom with the presence of the professor and may consist of lectures (with the use of ICT and with the possibility of group discussions); in seminars to discuss compulsory readings in smaller groups and sessions more oriented to practical issues in which cases, problems and examples related to the course syllabus will be analyzed. For these sessions there will be mandatory pre-readings announced by the teacher in advance. These activities represent approximately one third of the total work required.

- Supervised activities are those carried out by the student outside the classroom and in accordance with a plan designed and subsequently supervised and evaluated by the professor. The student must read and prepare texts that will be subject to control and evaluation in sessions of seminars and practices; writing of a group work that will be subject to control and evaluation through written and oral presentation in seminar mode; look for documentation on a certain topic related to the international organization (with a guide prepared by the teacher), write a brief report and make a presentation in the classroom. Also, during the course, the student should read short articles and make a comment on the text read, in addition to actively participate in the discussions on the articles. Tutoring and other similar course follow-up activities are also included. These activities represent approximately ten percent of the work required.

- Autonomous activities are those carried out by the student on their own and in accordance with the requirements of the subject to overcome it successfully. They can be basic and complementary readings, study of class notes and / or all activities that complement the training required by the course. These activities represent approximately half of the student's work.

The teaching methodology is adapted to the distribution of work and activities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debate on obligatory readings and complementary articles	3	0.12	8, 17, 19, 44, 34, 31, 32, 50, 37, 10, 14
Master classes with the use of ICT and group discussion	45	1.8	19, 18, 31, 59, 37, 55, 10, 14
Seminaries on different topics	4	0.16	7, 8, 17, 16, 19, 18, 36, 44, 34, 31, 32, 50, 59, 58, 60, 37, 55, 10, 14
Type: Supervised			
Reading and preparation of texts that will be, respectively, object of control in class	8	0.32	7, 17, 19, 18, 26, 44, 34, 50, 58, 37, 55, 14
Tutorial of beginning of course and comment of works and exams	3	0.12	
Writing group work	4	0.16	7, 8, 17, 16, 19, 18, 36, 26, 31, 32, 50, 60, 37, 10, 14
Type: Autonomous			
Study of the syllabus of the subject and complementary readings	76	3.04	8, 17, 18, 34, 31, 32, 50, 58, 37, 55, 10, 14

Assessment

Evaluation

The course will be evaluated by:

1. The realization of a written exam relative to the theoretical and practical
2. The elaboration of a written group work and defended orally (20% of the
3. The readings and comments of a series of texts (the guidelines and criteria)

Students who do not pass the written exam will have the opportunity to take

Important: Students who do not obtain the minimum grade, five points out of

The fact of submitting to the partial written exam exempts the student from

Important

- In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

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- Plagiarism is a very serious offense. This will be a grade of 0 (zero) for the assigned task/exam/exercise

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written examination	50% of the final grade	2	0.08	7, 4, 5, 6, 8, 53, 15, 48, 17, 16, 19, 18, 23, 21, 22, 52, 26, 34, 28, 27, 30, 57, 38, 39, 47, 45, 46, 50, 58, 37, 54, 10, 24, 14
Participation in class, seminars and debates, text comments and other activities programmed by the teacher	10% of the final grade	0	0	7, 4, 5, 8, 15, 48, 17, 19, 18, 21, 22, 36, 26, 31, 27, 32, 57, 38, 39, 49, 47, 45, 46, 58, 37, 55, 10, 24, 14
Seminar II "Regionalism in comparative perspective"	10% of the final grade	2	0.08	8, 16, 19, 18, 36, 26, 34, 32, 50, 60, 37, 55, 10, 14
Seminari I " United Nations"	10% of the final grade	2	0.08	8, 16, 19, 18, 20, 36, 26, 34, 32, 50, 59, 60, 37, 55, 10, 14
Work group	20% of the final grade	1	0.04	1, 51, 9, 13, 2, 3, 7, 4, 5, 8, 11, 15, 48, 17, 16, 19, 18, 23, 21, 22, 35, 52, 25, 26, 44, 34, 28, 31, 27, 30, 29, 32, 33, 57, 43, 38, 39, 40, 41, 42, 49, 47, 45, 46, 50, 60, 37, 54, 55, 10, 24, 12, 14, 56

Bibliography

BIBLIOGRAPHY

Most relevant bibliography

Basic texts of a general nature are included

Note: In each topic there is also a selection of relevant bibliography

In this section, the most relevant bibliography is updated by year of publication and editions. In the rest of the bibliography there are the previous editions that also serve to follow with advantage the subject.

ARCHER, C. *International Organizations* (4ed.), Nueva York, Routledge, 2014

BARKIN, J.S. *International Organizations. Theories and Institutions*. (2ªed.), Nueva York, Palgrave-MacMillan, 2013.

DAVIES, M. y WOODWARD, R. *International organizations. A Companion*, Cltenham, Edward Elgar Publishing, 2014 (e-Book exists).

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LEROY BENNETT, A. *International Organization, Principles and Issues* (7ª ed.), Englewood Cliffs, Prentice Hall, 2001.

PASTOR RIDRUEJO, J. A. *Curso de Derecho Internacional Público y Organizaciones Internacionales* (24ª ed.) Madrid, Tecnos, 2020

PEASE, K. *International Organizations. Perspectives on Global Governance*, (6ªed.), Londres/Nueva York, Routledge, 2019 (is the updated edition de PEASE, K. *International Organizations. Perspectives on Governance in the Century Twenty-First Century*, New Jersey, Prentice Hall, 2003, change the publisher) (e-Book exists).

RITTBERGER,V, ZANGL, B. y KRUCK, A. *International Organization* (3ªed.), Nueva York, Red Globe Press 2019 (e-Book exists).

SIMMONS, B.A., CARLSNAES, W., RISSE, T (eds). *Handbook of International Relations* (2ªed), Londres ,Sage Publications, 2012. This manual is the second edition of CARLSNAES, W.; RISSE, T.; SIMMONS, B. A. (eds.) *Handbook of International Relations*, Londres, Sage Publications, 2002. The order of the editors has been changed).

WEISS, T. G. y DAWS, S. *The Oxford Handbook on the United Nations*, (2ª ed.) Oxford-Nueva York, Oxford University Press, 2018

WEISS, T.; FORSYTHE, D.; COATE, R. y PEASE K. *The United Nations and Changing World Politics. Revised and Updated with a New Introduction*, Londres, Routledge, 2019 (there is edition of 2017).(e-Book exists).

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The bibliography is indicated by topics

Topic 1. The OI in the contemporary international society

Reference Bibliography

AAVV "Las organizaciones Internacionales: perspectivas teóricas y tendencias actuales", *Revista Internacional de Ciencias Sociales*, núm. 138, 1993

ABI-SAAB, G. (ed.) *The Concept of International Organization*, París, UNESCO, 1981.

BARNETT, M. y FINNEMORE, M. *Rules for the World: International Organization in Global Politics*, Ithaca (NY), Cornell University Press, 2004.

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BREMER, J. *De Westfalia a Post-Westfalia. Hacia un nuevo orden internacional*, México D.F., UNAM, 2013.

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Topic 2. Different theoretical aspects about the OI

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- Organització per la Cooperació Econòmica i el Desenvolupament (OECD): <http://www.oecd.org>
- Organización para la Seguridad y la Cooperación en Europa. <http://www.osce.org/>
- OTAN: <http://www.nato.int/home.htm>
- Política internacional a Internet: <http://www.diplomaticnet.com/es/>
- Stockholm International Peace Research Institute (SIPRI): <http://www.sipri.org/>
- The Swedish Institute of International Affairs - <http://www.ui.se/>
- Unió Europea: <http://europa.eu/>

During the course, the student will have a series of readings on specific topics that are contemplated in the program.

Software

All activities will be developed according to the Teaching Guide.