

UNIVERSITY OF PENNSYLVANIA
INTERNATIONAL ORGANIZATIONS IN LATIN AMERICA
Spring 2024

*DRAFT- Dates need to be updated and readings
Most is from 2023; it will be revised for 2024. Some of the content will be the same. The
assignments and grade distribution will be very similar.*

LALS 2020-401/PSCI 2421-401
Class Times: T/TR 3:30-5:00
Room TBD
TA: Priyanka Bhashya.
bhashyam@sas.upenn.edu

Professor: Cathy Bartch, Ph.D.
email: bartch@sas.upenn.edu
ph: 215-898-9919 (o) 267-475-2467
Office: 457 McNeil Building Hours
Office hours: Tuesdays 5-6PM; Fri 12-1PM

COURSE DESCRIPTION:

International organizations (IOs) play a powerful role in mitigating conflict at the global level. What role do they play in solving problems related to politics, economic development, corruption, inequality, and civil society in Latin America? How much power, influence, and control do they possess in the region? This course examines the role and impact international organizations have had on Latin America since the mid-20th century. After a review of theoretical perspectives on the significance of IOs in inter-American affairs,¹ students will examine the workings, issues, and controversies surrounding IOs in Latin America across themes of democracy, human rights, security, and development - the four main pillars of the OAS. Through readings, short presentations/debates, and guest speakers, students will explore IOs and their action in the region. Some of these IOs include the IMF, World Bank, UN, ICC as well as regional organizations and area trade blocs and agreements of USMCA/NAFTA, Mercosur, Pacific Alliance, ALBA, as well as civil society and human rights organizations. A large part of the course will focus on the Organization of American States and its various departments and divisions such as the Inter American Commission for Human Rights.

The course will begin by exploring the significance and importance of International Organizations (IOs) in general. We will then delve into research and arguments about the work of IOs in four broad thematic areas representing the main pillars of the OAS -- democracy, human rights, security, and development. As we explore these themes, we will cover brief overviews of various IOs via short student presentations. The course will also include preparing resolutions for a mock General Assembly and a virtual [*Washington Model OAS \(WMOAS\)*](#) simulation. Some students will participate and represent **Bolivia** in the week-long simulation from April 8 to April

¹ We will examine their purpose from the viewpoint of broad *theoretical perspectives in international relations* including regime theory, liberalism, realism, and critical theory. This theoretical excursion into the importance of IOs will be complemented with empirical evidence of their workings in Latin America through journal articles, news items, books, and other materials.

12 in Washington, D.C. We will host an in-class practice and final simulation with particular attention to the development of proposed resolutions and a solid understanding of Bolivia's politics, global interests, as well as current events, related to committee topics. Students will engage in peer-review of their classmates' resolutions and will work individually and collectively in preparation for the WMOAS and in-class simulations.

Students that do not participate in the week-long simulation will explore and research a dilemma or puzzle pertaining to hemispheric affairs and create a policy case study examining the role of IOs in this situation. The case study should just not be an overview of a particular situation, but it should contain an interactive pedagogical component engaging the reader with discussion questions as well as an activity or simulation that can be employed by educators. You may read a few examples of case studies in class, [including these designed in past years](#).

This course is part of the [Penn Model OAS Program](#).

COURSE OBJECTIVES:

By the end of the course, students should:

- Become familiar with the role, practices, successes, and dilemmas of International Organizations (IOs), especially the OAS, in Latin America.
 - Develop a solid understanding of the various theories and perspectives that shed light on the role, workings, and purpose of IOs in the region, such as some leading theories in IR, democratic theory, critical perspectives of development, and various arguments about human rights and security.
 - Better understand the historical, political and social context of Latin America and specific case country studies, especially Peru, as applied to the themes being examined.
 - Think critically and thoughtfully about current policy debates related to IO's in Latin America and consider and develop practical solutions to policy and diplomacy situations in the Americas.
 - Develop a solid understanding of the roles and responsibilities of being a diplomat at the OAS, how to write and pass policy proposals, how to engage in dialogue and diplomacy with other countries, and how to problem-solve on a global level AND/OR become an expert on one specific case study in the region thinking critically and creatively how it can be clearly presented and understood by others in a way that is hands-on and experiential.
- Students must fulfill the following requirements to complete this course:
- ***Participation (15%), including the following: Attendance and participation in lectures and class discussion boards***
 - ***Attendance and participation in lectures***

It is important for students to carefully and critically read the assigned works *prior* to lectures. This is a seminar, and thus students must be ready and willing to thoughtfully contribute to discussion and respectfully listen and respond to classmates' comments. I will at times post discussion/reading questions prior to the class, so students can prepare for the in-class discussion. Students will also be responsible for sharing current-event articles related to IOs in Latin America on a regular basis. In general, I will use an interactive style and often call on students.

Moreover, attendance in the seminar is mandatory. More than 2 unexcused absences will affect a student's participation grade. If a student misses three or more consecutive classes without justification or prior consent from the Professor, the student may be asked to drop the class within the specified drop/add period.

Also, feel free to stop by office hours! They will be Tuesdays 5-6PM and Friday 12-1PM unless otherwise noted.

○ ***Discussion Boards***

You will be asked to post a response to discussion questions on the Canvas discussion board several times during the semester. Your short reflection should be a thoughtful, critical analysis of the material connecting the dots between the readings. What are some of the central themes? In what ways can an article be critiqued? (You can think of counter examples, methodology, etc.) What are some questions posed by the readings or what are some questions that you may have?

The discussion boards will usually be due no later than 2:30 PM on the day of class.

The participation grade will be in accordance with the following rubric: A = Regularly participates with thoughtful contributions to class discussion and the discussion board demonstrating a good reading of the material & delivers an excellent presentation; B = Regularly or sometimes participates in class and on the discussion board demonstrating a satisfactory reading of the material & delivers a solid presentation; C = Sometimes or seldom participates in class and on the discussion board demonstrating a satisfactory or less-than-satisfactory reading of the material & Delivers a satisfactory presentation; D = Seldom participates and misses a number of classes without excused absences & and delivers a substandard presentation.

● ***IO Presentation and Debate (10%)***

The brief IO Presentation and Debate is an opportunity for students to delve into one IO related to a week's specific theme. You will be in groups of 2. The presentation will include the following:

- a brief overview of the IO (5 min)
- a particular dilemma, pointing out the pros and cons (4 min)
- a discussion or debate question (1 min)

-facilitation of class debate/discussion (5 min)

The presentation should consist of approximately 6 Power Point slides, one of which should be your sources. In addition, presenters should upload a short article or link that they would like the class to read and become familiar with by the night before the presentation.

Some of the dilemmas or puzzles you may encounter include questions about the organization's power structure, effectiveness, legitimacy or accountability, or policymaking process. Or you may find there is some controversy about a particular policy. ***You should link the critical thinking component of the presentation to class readings and IR theories.**

Here are some IOs/Multilateral agreements to consider for your presentation (Some weeks students can choose, whereas other weeks a particular organization may be specified. Some are organizations within larger institutions such as the OAS or UN.)

Inter-American Commission on Human Rights
Washington Office on Latin America
Associations for Relatives of the Detained-Disappeared (FEDEFAM)
UN (You may choose any branch of the UN to cover) i.e. UNDP,
UN General Assembly, UNHCR (UN Refugee Agency)
ECLAC (CEPAL)
USMCA
ESCAZÚ
UNASUR
NAFTA
Pacific Alliance
WTO
World Bank
IMF
ILO
Inter-American Court of Human Rights
Inter-American Drug Abuse Control Commission
International Criminal Court
ALBA
Mercosur
Central American Free Trade Agreement (CAFTA)
Human Rights Watch
CARICOM
Amnesty International
There are many more to choose from!

- **Mid-Term Exam (15%)**

- ***Proposed Resolutions (15%)***

In pairs, students will write one draft of a proposed resolution. You will then work collaboratively with classmates editing drafts. These are due in virtual class or the discussion board **by March 13** so we can engage in peer review. The final resolution **is due March 14t??** These will require some research, good diplomatic writing, and a willingness to work with others in the class. We will go over how to write a PDR before this. Here are some good examples: <https://wmoas.org/2022-final-pdr-packets/>

- ***Model OAS Simulation (April 8th to April 12th) (with critical reflection paper) (30%)***

The Model OAS Simulation requires a lot of dedication, commitment, and participation each day. However, it will undoubtedly be an academically rewarding as well as fun experience.

Eleven students maximum can participate in this five-day simulation in Washington, D.C. Each participant is required to stay for the entire program, although you will have some “down” time to do work and catch up with other class assignments. We will ask for students to express interest early in the semester. If more students would like to participate, then we will pick students name in a transparent, in-class lottery. Students that are selected to attend will receive a letter from me to distribute to their various professors.

Final Reflection paper after simulation (approx. 3-4 pages) This is due April 20th.

This paper should be a reflection paper on the simulation with appropriate research. For instance, you could write about to what extent did the Model OAS conference simulate the fostering of greater dialogue and diplomacy in the region. Or what did the conference reveal about the state of democracy in the region? (This is just one idea; there are many valid ways you could approach this paper.) Please be sure to cite at least 4 sources from class and critically analyze the sources in light of what you observed and experienced at the conference.

You may use first person in this paper and relate to your own experience.

OR

- ***Case study with simulation/activity (approx. 10 pages) (30%)***

If you are not attending the [WMOAS conference](#) in Washington, D.C. you will be researching and writing about an issue or puzzle that interests you related to International Organizations in Latin America. Individually or in pairs, you will delve into one compelling case study of a regional issue and develop a detailed case study about the issue with a short historical background, presentation of both sides, and creation of a lesson plan, discussion questions, and a simulation to engage the learners. To get a better sense of case studies, please read [over samples here](#), and we will incorporate a few throughout the semester.

While there is not a set standard, an example of a good case study may present the issue at hand in 2-5 single spaced pages, followed by a curriculum guide of how an instructor can engage

students in the material. You may also include some resources (links) that would be useful, or other materials (ie scenarios, questions, etc.) **(If you do it in pairs, it is expected that it may be 8-10 pages or more with appendices, etc. It may be a little shorter if you work individually (6 pages)).**

Please see me about your topic by the end of March and **no later than Tuesday, March 28th.**

You will also present your case studies to the class during **Week 14 and Week 15.**

The case study can be revised and can be turned in during finals.

This is due . You will have time for revisions after you hand it in and present.

General Grading Rubric: Essays written on the exam or short reflection papers as well as written resolutions will follow this general rubric: A = Outstanding, exceptionally written, well-referenced essay demonstrating mastery of the concepts and theories discussed in class and their interconnectedness; B = a well written, well-referenced revealing a good understanding of the concepts and theories covered in class and how they relate to larger course themes. It may lack a deeper understanding of the material compared to an A paper; C = A satisfactory or less than satisfactory essay revealing a lack of understanding of core concepts and their relation to one another. The essay lacks core references and shows a lack of preparation; D = essay engages question or class material very little if at all showing inadequate understanding of concepts. ***There is a one day grace period for all papers (not the discussion board, though.) Thus, if a paper is due on April 24th, you have until April 25th to submit it.***

- ***Final Exam – Final Exam includes Policy Paper with Cover Letter (20%) Here is an example of the [policy memo](#). Here is an example of the [cover letter](#).***

<u>Summary of Grade:</u>	- Dates inaccurate!	<u>Date Due</u>
Participation	15%	Ongoing
IO Presentation	10%	Ongoing
Midterm Exam	15%	March 2
Proposed resolutions	15%	March 14
WMOAS/Case Study/Final Reflection	30%	April 3-7, April 20
Midterm Policy Paper & Final Exam	15%	May 5

Total	100%	

The course will be graded according to the following scale:

A	>=94	B+	87-89	C+	77-79	D+	67-69	F
A-	90-93	B	83-86	C	73-76	D	63-66	59 & below
		B-	80-82	C-	70-72	D-	60-62	

Other Classroom policies and etiquette:

Code of Academic Integrity: In fulfilling all the course requirements, the students must adhere to the principles and spirit of the Code of Academic Integrity, which is [listed here](#). Also please read this important [SAS page on academic integrity](#). If it is suspected that a violation to the Code of Academic Integrity might have taken place, the assignment and case will be referred to the [Center for Community Standards and Accountability](#).

Email/ Contact: I will aim to respond to email as soon as possible. If it is an urgent matter, please do not hesitate to call my office before 5pm or text me (267-475-2467). Announcements about class will be posted to Canvas or email if it is an announcement pertaining to the college and high school students.

Late Papers/Assignments: You have a 1-day grace period on each paper. Late papers will negatively affect your grade for each day the paper is late. You may hand in a hard copy if you like, but every assignment needs to be submitted on Canvas. If you are going to submit something beyond the 1-day grace period, please see me.

Regrade Policy: All requests for regrades must be submitted in writing (no earlier than 24 hours after the grade was given) with an explanation of why you think the assignment, paper or exam was incorrectly graded. I will re-evaluate the assignment.

Academic Support Services:

The [Weingarten Center](#) offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. **To contact the Weingarten Center, call 215-573-9235.** The office is located in Hamilton Village at 220 S. 40th Street, Suite 260.

Please visit the [Academic Support Services](#) page for a helpful list of academic support. [Marks Family Writing Center](#) is a great place for help with writing. Also, for wellness resources at Penn, please visit [Wellness at Penn](#).

Please keep up to date on [Penn's Public Health Guidelines](#).

Disability Services:

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and received approval from Disability Services. Students can contact Disability Services and make appointments to discuss and/or request accommodations by calling 215-573-9235.

Masks: Masks are currently optional in this class as they are not required by Penn's policy.

<https://coronavirus.upenn.edu/content/faqs-fall-2022>. This could change depending on Penn's policy or for other reasons during the semester. Penn does encourage you to wear a mask, and if you would like a disposable mask, you may ask the TA or me as we may have some from the Center.

COURSE MATERIALS:

All required readings and other materials will be available in the course canvas website, through the Van Pelt Library, or online.

Recommended Books:

- Skidmore, Thomas E., Peter H. Smith and James N. Green. 2018. *Modern Latin America*. 8th Edition. New York: Oxford University Press.
- Katz Cogan, Jacob, Ian Hurd and Ian Johnstone (eds.) 2017. *The Oxford Handbook of International Organizations*. Oxford University Press. (Should be accessible via Van Pelt Library).
- *Routledge Handbook of Latin American Politics* edited by Peter Kingstone and Deborah Yashar (2014).
- Pease, Kelly-Kate S. 2019. *International Organizations: Perspectives on Global Governance*.
- Textbook on IR Theory such as [this one](#).

Other Recommended sources: *New York Times*, *The Economist*, *Washington Post*, *Los Angeles Times*, *Christian Science Monitor*, *Latin American media outlets*, *Journal of Latin American Studies*, *Latin American Perspectives*, *Latin American Politics and Society*, *NACLA*/

*Most importantly, you will be visiting the Penn library guide on the OAS.

<https://guides.library.upenn.edu/OAS>

Schedule of Topics, Readings, and Assignments

Readings will be revised!

Week 1: (1/12) Introduction Syllabus/Introductions

Please fill out [this survey](#) in class.

Kindly requesting students to complete [this survey](#) at the end of class (Not mandatory).

Week 2: (1/17 & 1/19) What are IOS, their purpose, and function? Do they make a difference?

Tuesday, 1/17 – Please see Canvas Module for instructions, including discussion questions and discussion board. Discussion Board due at 2:30 PM.

*Pevehouse, Jon and Inken Von Boryzyskowski. 2017. “International Organizations in World Politics.” In Katz Cogan, Jacob, Ian Hurd and Ian Johnstone (eds.). *The Oxford Handbook of International Organizations*. Oxford University Press. (30 pages)

Thursday, 1/20

*Lisa Martin and Beth Simmons. 1998. “Theories and Empirical Studies of International Institutions,” *International Institutions* 52: 729-757

Recommended

Mares, David. 2014. “Intra-American Relations: The Challenge of Promoting Cooperation While Defending Sovereignty.” In Kingstone, Peter and Deborah Yashar. *Routledge Handbook of Latin American Politics*. (Please see the Van Pelt Library for access to the entire book.)

Week 3: (1/24 & 1/26): Theoretical Perspectives of IOs- Do they work? Why have some expressed skepticism about IO’s ability to achieve international peace, among other goals?

Mearsheimer, John. 1994. “The False Promise of International Institutions.” *International Security*. Winter 1994/95: 5-49 (8-26 and conclusion most important)

Abbot, Kenneth and Duncan Snidal. 1998 “Why States Act Through Formal Organizations.” *Journal of Conflict Resolution* 42:3

Another required reading TBD

Recommended

Keohane, Robert. 1998. "International Institutions: Can Interdependence Work?" *Foreign Policy*. No. 110, Special Edition: Frontiers of Knowledge (Spring 1998), pp. 82-96

Ruggie, John. 1995. "The False Promise of Realism." *International Security*, Vol. 20, No. 1 (Summer 1995), pg. 62

Textbook on IR Theory

Putnam, Robert. 1988. "Diplomacy and domestic politics: the logic of the two-level game." *International Organizations* 42, 3.

Pevehouse, Jon C. and Edward D. Mansfield. 2006. "Democratization and International Organizations." *International Organization* 60, p. 137-67

Skidmore and Smith chapter about political economy of Latin America

***IO Presentation- Your choice**

Week 4: (1/31 and 2/2): Transnational Networks and IO's and Regionalism

Peterson, M.J. 2010. "How the indigenous won seats at the UN table." Review of International Organizations, 5:197-225. (Read for main points and argument)

Keck, Margart E. and Kathryn Sikkink. 1999. "Transnational Advocacy Networks in International and Regional Politics." *International Social Science Journal*, vol. 51, no. 149: 89-101

Case study on Oil in Ecuador from Georgetown Institute for Democracy

Recommended:

Murphy, Craig. 2000. "Global Governance: Poorly Done and Poorly Understood," *International Affairs* 75, No. 4 (2000): 789-803

***IO Presentation – actor in a TAN such as Human Rights Watch**

Long, Tom and Carsten-Andreas Shulz. 2022. "Compensatory Layering the Birth of the Multipurpose Multilateral IGO in the Americas." *International Organizations*, Cambridge University Press.

Long, Tom. 2020. "Historical Antecedents and Post World War II Regionalism in Latin America" Cambridge University Press

(See this [article on Larreta doctrine](#)).

IO Presentation- Your choice

Week 5: (2/7 & 2/9) OAS and Democracy

Finish last week's readings

Arceneaux, Craig and David Pion-Berlin. 2007. "Issues, Threats, and Institutions: Explaining OAS Responses to Democratic Dilemmas in Latin America." *Latin American Politics and Society*. 49, 2. 1-31.

Recommended:

Segovia, Daniela. 2013. "Latin America and the Caribbean: Between the OAS and CELAC." *Explorations: European Review of Latin American and Caribbean Studies*. No. 95 [October].

***IO Presentation – your choice**

Week 6: (2/14 & 2/16) Regionalism and The OAS: An Overview

Quiliconi, Cintia and Raúl Salgado Espinoza. 2017. "Latin American Integration: Regionalism *à la carte* in a Multipolar World?" *Colombia Internacional* 92. Oct-Dic.

Perina, Rubén. 2015. *The Organization of American States as the advocate and guardian of democracy: an insider's critical assessment of its role in promoting and defending democracy*. Lanham, MD: University Press of America.
Excerpts

Council of Foreign Relations' [Background Guide on the OAS](#).

Please spend some time reading over the [OAS Website](#)

- Please visit the following websites:
- <http://www.oas.org/en/>
- <http://www.oas.org/en/asg/moas/history/default.asp>
- http://www.oas.org/en/about/our_history.asp
- [Read Inter-American Democratic Charter](#)

Recommended

[Depalma, Anthony. 2011. Is the OAS Relevant? *Americas Quarterly*](#)

Boniface, Dexter S. 2002. "Is there a Democratic Norm in the Americas?" An Analysis of the Organization of the American States," *Global Governance*, Vol. 8, No. 3 (July-Sept. 2002), pg. 365-381

***IO Presentation – division of OAS**

Week 7: (2/21 & 2/23) Economic Development & Human Rights

Heillener article, "The Latin American Origins of Bretton Woods."

Barbara Stallings' piece on the new dependency

***IO Presentation – your choice related to the themes of Democracy or Economic Development**

Recommended

Cameron, Maxwell. 2021. "The Return to Oligarchy? Threats to Representative Democracy in Latin America." *Third World Quarterly*.

Pevehouse, Jon C. 2002. "Democracy from the Outside-In? International Organizations and Democratization." *International Organization* 56:3:515-549

Insulza, José Miguel, "Democratic Governance: The Uses of the Inter-American Democratic Charter," pp. 61-75, in Insulza, Democratic Governance: OAS: 2005-2015 (Washington, DC: OAS/Ser.D/XV.12, 2015).

Chorev, Nitsan and Sarah Babb. "The Crisis of Neoliberalism and the Future of International Institutions: A Comparison of the IMF and the WTO." *Theory and Society*, Vol. 38, No. 5 (Sep. 2009), pp. 459-484.

Yaffe, Helen. 2011. "The Bolivarian Alliance for the Americas: An Alternative Development Strategy." *International Journal of Cuban Studies*. Vol. 3 No. 2/3 (Summer/Autumn 2011). (The entire issue has many articles about ALBA)

Quiliconi, Cintia. 2014. "Competitive Diffusion of Trade Agreements in Latin America." *International Studies Review*, Volume 16, Issue 2, 1 June 2014, pgs 240-251

Pastor, Jr., Manuel. 1989. "Latin America, The Debt Crisis, and the International Monetary Fund." *Latin American Perspectives*, Vol. 16, No. 1 Latin America's Debt and the World Economic System. (Winter 1989), pg. 79-110.

Ortiz Morales, Catherine. 2017. "The Pacific Alliance as a Regional Actor: Success Factors for Regional Cohesion Towards International Integration." *Desafíos (Colombia)*, 29-1: 49-77. Semester 1 de 2017.

(2/23) Econ Development Human Rights in Latin America

Sikkink's new book *Evidence for Hope (Chapters on Latin America)* and video from LALS

***And learning how to write a Resolution**

Recommended:

Sikkink, Kathryn. *Evidence for Hope: Making Human Rights Work for the 21st Century*. Additional selected Chapters.

Sikkink, Kathryn. 2016. "Human Rights" in Acharya, Amitav (ed.) *Why Govern? Rethinking Demand and Progress in Global Governance*. Cambridge University Press.

Serrano, Mónica. 2010. "The human rights regime in the Americas: Theory and reality." In Serrano, Mónica and Vesselin Popovski. *Human Rights Regimes in the Americas*. United Nations University Press.

Visit the Inter-American Commission on Human Rights, <http://www.oas.org/en/iachr/>

Vega, Paulina. 2016. [Working for an effective Rome Statute system in Latin America](#). Coalition for the International Criminal Court [Oct 31 2016]

Baluart, David C. and Christian M. De Vos. 2010. The Inter-American Human Rights System. *From judgement to justice: implementing international and regional human rights decisions*. New York: Open Society Justice Initiative. Pg. 63-92

Watch part of the [*The Reckoning: Battle for the ICC*](#) for class.

Lutz, Ellen L. and Kathryn Sikkink. 2000. "International Human Rights Law and Practice in Latin America." *International Organization*, Vol. 54, No. 3. Legalization and World Politics (Summer 2000), p. 633-659.

Serbin, Andres and Andrei Serbin Pont. 2015. "Latin America and the Responsibility to Protect: Divergent Views from the South?" *Pensamiento Propio*. January-June 2015, Vol. 20, pg. 11-33

Legal Example: *Medellin v. U.S.* with an additional reading

***IO Presentation – Inter-American Court of Human Rights, Inter-American Commission, or ICC**

Week 8: (2/28 & 3/2) Human Rights continued & Security- What are the security issues in Latin America? What is the role of UNASUR?/ and Midterm

Gonzalez-Ocantos, Ezequiel (2022) "The Sources of Resilience of International Human Rights Courts: The Case of the Inter-American System." *Law and Social Inquiry*.

Trinkunas, Harold. 2017. "Reordering Regional Security in Latin America". *Journal of International Affairs*, Vol. 66, No. 2, The Rise of Latin America (Spring/Summer 2013), pg. 83-99.

Tavares, Rodrigo. 2014. "South America: An Island of Peace" in Tavares, Rodrigo. *Security in South America: The Role of States and Regional Organizations*. Lynne Reiner: Colorado.

IO Presentation related to security

Recommended:

Bagley, Bruce, Jonathan Rosen and Hanna S. Kassab. 2015. *Reconceptualizing Security in the Americas in Twenty-First Century*. Selections. London: Lexington Books. *Selections*

(3/2) Review for midterm – finish any outstanding readings

***IO Presentation – IO related to security or another area (if you like)**

3/7 and 3/9- Spring Break!

Week 9: (3/14 & 3/16) Bolivia, additional readings

3/14

Peer review of resolutions/ In-class writing/reviewing

3/16

Peru

Chapter from Smith *Modern Latin America* on Peru

Readings TBD

***IO Presentation – Your choice**

Week 10: (3/21 & 3/23)– Return to Human Rights

3/21- Human rights (see articles)

3/23- Arancha García del Soto (scheduled to meet the class)

Week 11: (3/28 & 3/30) Preparation for Model OAS; Return to Regionalism In-class simulation; and Preparation for Case Studies

3/28 and TBD special topic

Regionalism Reimagined article (Oliver Stuenkel) – see Canvas

How is regionalism redefined?

Will the OAS and other IOs strengthen or weaken? How do IO's continue to impact the discourse and action around development, security, democracy and human rights?

Recommended:

Riggiorozzi, Pía and Diana Tussie. 2012. "The Rise of Post-Hegemonic Regionalism in Latin America." In *The Rise of Post-hegemonic regionalism in Latin America: The Case of Latin America*. New York: Springer.

Serbin, Andres. 2012. "New Regionalism and Civil Society; Bridging the Democratic Gap?" In *The Rise of Post-hegemonic regionalism in Latin America: The Case of Latin America*. New York: Springer. Pg. 147-166.

Please read over the rules of procedure and the handbook located on the [Model OAS website](#).

3/30 In-class simulation

Week 12: (4/5 & 4/7) – Some in DC; Some work on case studies

There are no classes on 4/5-4/7 .

However, students participating in the WMOAS will have to be available most days. (If there are two per committee, you can take turns participating. Letters for your other professors are available if there are conflicts.

Priyanka and I will be available to help students WMOAS and the case studies remotely. The case studies are due on April 20.

The WMOAS reflection papers are due April 20th too.

Week 13: (4/11 & 4/13) Environmental Issues and Digital Diplomacy

4/11- CLALS Visiting Scholar Fernanda Jiménez will speak on the Escazu Treaty

Debrief about WMOAS

Read this article [here](#).

4/13- Karin Mansel, Inter American Commission of Human Rights

***IO Presentation – Environmental focus**

Recommended:

Jérémie Cornut (2022) “Emotional Practices and How We Can Trace Them: Diplomats, Emojis, and Multilateral Negotiations at the UNHRC” *International Studies Quarterly*

Alice Vadrot and Silvia C. Ruiz Rodríguez. 2022. “Digital Multilateralism in Practice: Extending Critical Policy Ethnography to Digital Negotiation Sites” in *International Studies Quarterly*.

Vadrot, Alice B. M. 2020. “Multilateralism as a ‘Site’ of Struggle Over Environmental Knowledge: The North-South Divide.” *Critical Policy Studies* 14 (2): 233–45.

***IO Presentation on an IO and environmental issues in Latin America**

Week 14: (4/18-4/20)

4/18

Gray, Julia. 2018. “Life, Death, or Zombie? The Vitality of International Organizations”

Recommended

Mette Eilstrup-Sangiovanni. 2018. “When and Why Do International Organizations Die?”

Strange, Susan. “Why International Organizations Never Die.”

4/20

Reading TBD

*Presentations on case studies

Week 15 – 4/25 Review for Final/Case Study short presentations

I (Prof. Bartch) reserve the right to make changes to the schedule as necessary.

Recommended Readings

Alcañiz, Isabella. 2016. *Environmental and Nuclear Networks in the Global South: How Skills Shape International Cooperation*. University of Maryland: College Park. (selections)

Arredondo, Ricardo. 2015. “Responsibility to Protect: An Argentine Perspective.” *Pensamiento Propio*. January-June 2015, Vol. 20, pg. 67-94

Barnett, Michael N., and Martha Finnemore. 1999. “The Politics, Power, and Pathologies of International Organizations,” *International Organizations*. 53(04):699-732 (pgs. 699-715)

Cameron, John D. 2004. “Contradictions and Implications for Development Policy in Latin America” *Latin American Perspectives*.

Cardenas, Sonia. 2010. “Transnational Networks” in Human Rights in Latin America: A Politics of Terror and Hope.” (31 pages) (*skim for examples*)

Castañeda, Jorge. 2017. “[Where is Latin America Headed?](#)” In *New York Times*, Dec. 5.

Donno, Daniela and J. Simpser. 2012. “Can International Election Monitoring Harm Governance?” *Journal of Politics*.

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