

# INTA 6105 International Institutions

Spring 2025

Class Time: M/W 15:30-16:45

Prof. Katja Weber

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Office Hours: M/W 13:45-14:45 and by appointment (please email me to set up)

**This is a Core IMPACTS course that is part of the Social Sciences area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

## **Course Description:**

This course scrutinizes the evolution of international institutions and juxtaposes competing conceptual frameworks for understanding the changing roles and functions of institutions in world affairs. After taking a closer look at the EU, NATO, the UN and ASEAN, we then focus on information and communication technologies (ICTs) which, increasingly, play an important role in the international environment as tools which state and non-state actors use for a multiplicity of goals. We will examine their use in cases such as the International Campaign to Ban Landmines, the Ushahidi Platform in Kenya, as well as drawing attention to human rights abuses in Burma/Myanmar, China, etc.

## **Course Goals and Learning Outcomes:**

By the end of this course, students should be able to use their knowledge of various international institutional actors in a practical problem-solving way to address issues of immediate concern to these actors. Students should be aware of the diverse cultural/ethnic backgrounds of these international actors and the many challenges that arise from their heterogeneity. Students, moreover, will demonstrate the ability to describe the causal and determinant relationships between ICTs and international affairs and will be able to explain specific cases of ICT use. Students should also be able to participate effectively in small group research projects, give a coherent presentation on a topic assigned to them, and be able to negotiate/bargain with classmates during a simulation exercise.

### **Course Requirements and Grading:**

**Class participation 25%**

**Research paper 50%** (further directions will be given in class)

**Simulation: 25%** (You will receive a tasker and detailed instructions!)

There will be NO extra credit assignments!

### **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

**No screens (open laptops, tablets, phones) will be permitted during class** to facilitate active engagement and minimize interruptions.

### **Required Texts:**

Margaret Karns and Karen Mingst, *International Organizations: The Politics and Processes of Global Governance*. (Boulder: Lynne Rienner, 3<sup>rd</sup> edition, 2015).

John McCormick, *Understanding the European Union: A Concise Introduction*. (Palgrave, 2017).

In addition to the books listed above there will be readings that can be accessed on **Canvas (C)** under *Files*.

Students must also keep up with current events in world politics by regularly reading a high-quality news source like the *New York Times*, *Washington Post*, *Wall Street Journal*, *Financial Times*, etc.

**Course Website:**

See dashboard on Canvas for INTA 3101/6105

**Course Expectations & Guidelines:**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

**For Student-Faculty Expectations see:** <https://catalog.gatech.edu/rules/21/>

**Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <https://osi.gatech.edu/students/honor-code>

Any student suspected of cheating or plagiarizing on an assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

**Accommodations for Students with Disabilities**

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (<http://www.adapts.gatech.edu/>). Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate his/her educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

**Attendance Policy:**

Regular attendance is expected and essential for obtaining a passing grade. Students must have completed all their readings for each class and contribute to discussions. Students also need stay on top of their writing and group assignments.

**Extensions:**

Should you need a short extension on your research paper of up to 3 days, please let me know. Papers submitted beyond this period will incur a penalty of 1 letter grade for each additional day.

## Class Schedule and Readings:

- Jan. 6**      **Introduction (this class will be held virtually, and a link will be sent via an announcement!)**
- I will go over the syllabus, discuss how to interact with me (email me at [katja.weber@inta.gatech.edu](mailto:katja.weber@inta.gatech.edu)), explain the course assignments and go over course deadlines.
- Also, please write a brief **autobiography** so I can learn a bit about you. This is a great opportunity to share anything you would like for me to know about you. Also this is a place where you can let me know should you require special accommodations. Please type your autobiography and bring a printed copy to class.
- Jan. 8**      **Understanding Global Governance: (this class will be held virtually and a link will be sent via an announcement!)**
- Karns & Mingst chapter 1
- Jan. 13**      **Theoretical Foundations of Global Governance: (Liberalism/Realism)**
- Karns & Mingst chapter 2
- Presentation assignments
- Jan. 15**      **Theoretical Foundations of Global Governance: (Constructivism/Marxism)**
- Karns & Mingst chapter 2
- Jan. 20**      **No Class (MLK Day)**
- Jan. 22**      **Historical Foundations of Global Governance:**
- Karns & Mingst chapter 3
- Jan. 27**      **Regional Organizations: The Creation of NATO**
- Karns & Mingst chapter 5; Lindley-French, Introduction (**Canvas**)  
(**email abstract of your paper to me!**)
- Jan. 29**      **Regional Organizations: NATO Transformed**

See main NATO website <http://www.nato.int/>

**Feb. 3**

**Regional Organizations: The European Union—  
Historical Evolution**

McCormick chapters 1-3

**Feb. 5**

**Regional Organizations: The European Union—  
Principal Institutions (Commission & Council of the EU,  
Parliament & ECJ)**

McCormick chapter 4 & 6

Also watch:

[https://www.youtube.com/watch?v=APqIcseL\\_B8](https://www.youtube.com/watch?v=APqIcseL_B8) (5 min.)

[https://www.youtube.com/watch?v=d0diZ48\\_q7U&t=73s](https://www.youtube.com/watch?v=d0diZ48_q7U&t=73s) (9 min.)

<https://www.youtube.com/watch?v=FTWahdj-GJA&t=32s> (12 min.)

**Feb. 10**

**Regional Organizations: The European Union—  
Enlargement & Migration**

McCormick chapter 9 & Conclusion

Watch prior to class meeting: “Europe’s Border Crisis: The Long Road”

<https://vimeo.com/141171981>

**Feb. 12**

**Regional Organizations: The European Union—  
ESDP, CSDP and EU Security Operations**

Michael Merlingen, *EU Security Policy: What It Is, How It Works, Why It Matters*, chapters 3 & 6 (**Canvas**)

**Feb. 17**

**Review for Midterm (undergraduates only)**; Let me know, if you would like to schedule a virtual meeting to discuss your progress w/ research paper.

**Feb. 19**

**MIDTERM No class! Work on research paper!**

**Feb. 24**

**The Role of ICTs in International Affairs: Creating awareness,  
transparency and accountability versus promoting repression,  
radicalization and exclusion**

Aday, S., Farrell, H., Lynch, M., Sides, J., Kelly, J. and Zuckerman, E. (2010) Blogs and Bullets: New Media in Contentious Politics. *Peaceworks*, No. 65, Washington DC: US Institute of Peace (USIP). (**Canvas**)

Denning, D. (2000) Activism, Hacktivism, and Cyberterrorism: The Internet as a Tool for Influencing Foreign Policy. Paper prepared for the Internet and International Systems: Information Technology and American Foreign Policy Decisionmaking Workshop, San Francisco, CA. (Canvas)

**Feb. 26**      **Case Studies: The Use of ICTs in Drawing Attention to Human Rights Abuses (examples: Burma/Myanmar, Thailand, and China)**

Diamond, L. (2010) Liberation Technology, *Journal of Democracy* 21 (3): 69-83. (Canvas)

Garrett, K. (2006) Protest in an Information Society: A Review of the Literature on Social Movements and the New ICTs. *Information, Communication and Society* (9) 2, pp. 202-224. (Canvas)

**March 3**      **No class (ISA)**

**March 5**      **Non-State Actors: NGOs, Networks, and Social Movements**

Karns & Mingst chapter 6

**March 10**      **Regional Organizations and Asia's Historical Legacies:**

Karns & Mingst, pp. 205-219

Weber and Huang, "East Asian Security Revisited in Light of the European Experience," (2010) (Canvas)

**March 12**      **Southeast Asia (ASEAN)**

<http://asean.org> for a discussion of ASEAN's history, rationale, etc.  
Lee Jones, "ASEAN and the Norm of Non-Interference in Southeast Asia: A Quest for Social Order", Nuffield College Politics Group Working Paper, (March 2009).

<http://www.nuffield.ox.ac.uk/politics/papers/2009/Jones.March2009.pdf>

**March 17 & 19 Spring Break**

**March 24**      **The United Nations** (group presentation)

Karns & Mingst chapter 4

**March 26**      **The Search for Peace and Security** (group presentation)

Karns & Mingst chapter 7

- March 31**     **Protecting Human Rights** (group presentation)  
Karns & Mingst chapter 10
- April 2        **Protecting the Environment** (group presentation)  
Karns & Mingst chapter 11
- April 7**        **Orientation Session for Simulation on International Security**  
(Hand out Scenario and Tasker; Group Assignments)
- April 9**        **Team Meetings for Simulation**  
(In-class discussions and development of a 2-3 page position paper)
- April 14**      **Inter-Team Meetings for Simulation**  
(Bring copies of your position papers for each team; in-class negotiations with members from other delegations)  
  
*Research paper due!*
- April 16**      **Simulation**  
(Bargaining and negotiation among different teams; closing remarks)
- April 21**      **Wrap-up**