POL 314E:

THE UNITED NATIONS
AND GLOBAL GOVERNANCE

COURSE SYLLABUS
SPRING 2013

Dr. Joachim A. Koops

Associate Professor of Political Science / Head of IA Department &
Academic Director,
European Peace and Security Studies (EPSS)
jkoops@vub.ac.be
Office Hours: Mondays and Fridays 12.00 – 13.00
Vesalius College Building, Pleinlaan 5, Level -1

1. Prerequisites
2. Course Description and Course Objectives
3. Course Materials
4. Teaching Method and Course Elements
5. Assignments and Assessment
6. Course Schedule
7. Literature and Session Instructions
1. PREREQUISITES

At least one politics/international affairs course - background knowledge in International Relations Theories is advantageous.

2. COURSE DESCRIPTION AND COURSE OBJECTIVES

This course introduces and explores the history, institutions, core policies and impact of the United Nations in the context of ‘contemporary global governance’. Emphasis will be placed on assessing the UN’s core institutions (Security Council, General Assembly, ECOSOC, UN Secretariat and Secretary-General) and the UN’s policies in the fields of peace & security, human rights and (sustainable) development. Particular emphasis will be placed on UN Peacekeeping. Students are encouraged to critically assess the UN’s effectiveness and options for reform, whilst appreciating the persistent challenges of global governance in the context of a multiplicity of actors without formal, overall coordination. The course also provides students with an opportunity for critical in-depth (tutorial) discussion, group work and in-depth research into the role, function and performance of the United Nations in the policy fields under discussion in the course.

By the end of the course, it is hoped that students will have a firm grasp of

-in terms of substantive knowledge-

a) Different Definitions of ‘Global Governance’
b) Core Problems of ‘Global Governance’ and the potential role of the United Nations as a key, but also contested player in global governance efforts
c) The Early History and Core Institutions of the United Nations System
d) The Approach and Performance of the UN in the core policy-fields of peace & security, sustainable development and human rights.
e) An appreciation of the history, evolution and challenges of UN Peacekeeping from 1948 to the present
f) The shortcomings of the United Nations, the need for reform and the possibility of strengthening practical approaches to ‘global governance’

-and in terms of skills-

a) How to examine, understand, synthesize and apply core texts on ‘Global Governance’ and the United Nations
b) how to carry out independent, in-depth research using a wide range of sources
c) how to structure and compose a research essay on a specific UN policy-field, based on a wide range of sources
d) how to formulate policy-oriented recommendations
e) effective public speaking, presentation and negotiation skills, including effective teamwork.
3. COURSE MATERIALS

The textbook, which you are required to acquire for the course, is


The two Tutorial books you need to have completed by Weeks 10 and 12 are respectively:


Apart from the textbook and Dallaire, all other and additional reading material will be posted on your Dropbox folder. To this end, you will receive an email invitation and will need to install the Dropbox programme (Free of charge). Please note: Don’t drag and drop any files, as they will then be deleted from the shared folder. Always “Copy” and “paste” onto your desktop. Thank you!

Furthermore, for current affairs awareness, you are required to keep yourself up-to-date through the Economist, Financial Times and International Herald Tribune websites. For a more in-depth coverage, access the electronic version of Foreign Affairs through your electronic account. For further, more scholarly research, please refer to the following journals:

International Organization
Review of International Organizations
Global Governance
International Peacekeeping
Cooperation & Conflict
Security Dialogue
International Affairs
International Security
Survival
International Interaction
International Studies Review
Studia Diplomatica
European Journal of International Relations

The following Websites are recommendable for information (official, independent and critical) on the United Nations

1. www.securitycouncilreport.org (excellent course for latest developments at / decisions taken by the Security Council. Includes also thematic dossiers…etc.)
2. www.passblue.com (maintained by CUNY’s Ralph Bunche Institute – includes good and up-to-date overview of main activities of the UN across the entire policy-spectrum)
3. http://www.innercitypress.com/ (a bit of a legend within UN-watcher circles – don’t be deterred by the unprofessional layout of the website, this one-man reporter often gets his hands on inside information before any other journalist)
The following book-length studies can be obtained from the Instructor
(for Group Work, Research Essay, Tutorials):

**General Introductions**
- Simon Chesterman (Ed.) (2007) *Secretary or General? The UN Secretary-General in World Politics*, Cambridge: Cambridge University Press
- Dag Hammarskjöld (1964) *Markings* (Translated by W.H. Auden), New York: Alfred Knopf

Security Council
- David Malone (ed.) *The UN Security Council: From the Cold War to the 21st Century*, Boulder: LynneRienner
- Useful Independent Website on the Security Council: www.securitycouncilreport.org

General Assembly

Peace and Security

General Studies on UN and International Security

Peacekeeping (General Overview)
- Adekeye Adebajo (2011) UN Peacekeeping in Africa: From the Suez Crisis to the Sudan Conflicts

Peacekeeping (League of Nations, Early UN Years and Cold War)
- Alan James (1990) *Peacekeeping in International Politics*, New York: St Martin’s

**Assessing the Effectiveness of Peacekeeping**

**Practitioner Accounts**

**Towards a United Nations Army?**
- Joachim Koops and Johannes Varwick (2008) *10 Years of Shirbrig: Lessons Learned, Development Prospects and Strategic Opportunities for Germany*, GPPi Research Paper No. 11, Berlin: Global Public Policy Institute

**Reform and Future of the United Nations**
- Michael Soussan (2008) *Backstabbing For Beginners*
- Jeffrey Meyer and Maek Califano (2006) *Good Intentions Corrupted: The Oil-For-Food Scandal and the Threat to the UN*
4. TEACHING METHOD AND COURSE ELEMENTS

The course will be taught in two sessions weekly. Mondays 1.30pm to 3pm and Fridays 1.30 – 3pm. During the first 15 minutes of each session, you will be provided with the opportunity to display your knowledge and understanding of the week’s reading material – from time to time in the form of a brief ‘reading recap’ test (which will count towards your participation grade – see below). Typically on Mondays, the lecturer provides an introduction and general overview of the key issues, arguments and relevance of the session’s topic – as always, you are invited to comment actively and discuss your own reflections with the group. The second session (typically Fridays) is devoted to seminar-style student discussion. Here, you are encouraged to discuss and critically exchange your views on the main contentious points and arguments arising from the reading and the lecture.

In addition, the course comprises:

1. Evening Guest Lectures by Senior Officials or UN experts (schedule to be announced)
2. A workshop on UN-EU Peacebuilding (25 March 2013)
3. 2 Group Tutorials
4. Group Work / Presentations
5. End of Class Simulation on the Future of the UN

Thus, the teaching method will be based on a combination of lectures, interactive seminar-based teaching and external lectures by senior experts and UN officials, which aims at encouraging students to engage in critical discussions as well as thorough and creative textual analysis and independent research.

It goes without saying that all students are required to come to classes well-prepared with all of their reading assignments promptly and thoroughly completed. Students are also encouraged to keep a reading-log with which they can structure their note-taking and deepen their understanding of the set texts.

5. ASSIGNMENTS AND ASSESSMENTS

Students will be assessed on their research, writing and presentation skills as well as on their grasp of the course content with the help of two written exams. In addition to the two exams; there will be three assignments:

1. **Research Paper on a Specific UN Policy:**
   - Background, Performance, Options for Reform (20%)

You are required to choose policy field of the United Nations (e.g. the UN and ‘sustainable development’ or the UN and two specific peacekeeping operations) and analyze: the background / Global governance problem of the policy-field, the UN institution(s) involved in this field, the UN’s approach, the effectiveness (impact/successful policy-promotion or unsuccessful actions) and future reform possibilities. Please ensure that you reflect upon the UN’s impact in terms of ‘normative’ success (i.e., how successful was the UN in promoting awareness of the issue and/or in contributing a new way of thinking) and policy success (to what extent did the UN policy have an actual impact). At the end of the essay, you should formulate policy-oriented recommendations for improvement.
Essays should be between 4,000 and 5,000 words long.

You can use any referencing style (footnotes / endnotes), as long as it is consistent throughout.

Your Essay is due on the 6 May, 1.30pm – hand in a hard copy during class and a “soft copy” in .doc format via e-mail to joe.koops@gmail.com with “UN Essay” in the Subject Header.

In addition you need to submit your essay via the TURN IT IN WEBSITE

PLEASE NOTE: FAILURE TO HAND IN THE ESSAY BOTH IN HARD COPY AND EMAIL FORMAT AS WELL AS TO TURN IT IN BY 1.30PM WILL RESULT IN AN AUTOMATIC FAIL. THERE IS NO LATE PAPER POLICY.

(To be submitted a research proposal for your Research Essay):

The research proposal is the first step towards the final paper. It should include:

- A clear research question: the questions should be as clear and simple as reasonably possible. The research question may be a mere empirical or factual question, it may be theoretically inspired, above all it should be clear and straightforward.
- The research question may change and may be adapted as your research progresses. Often additional empirical/theoretical information may force you to reformulate or to fine-tune the research question in line with your findings. Irrespective of eventual changes your initial research questions should be as clear as possible.
- The research proposal should also contain a paper outline. The paper outline should provide an indication of how the student is going investigate the research question. The student has to explain how she/he is going to research the topic at hand, this entails an identification of sources and, where appropriate, the identification of a case (an event, a policy measure, a policy domain, etc.).
- The research proposal should also include a tentative lay-out of the research paper. The tentative structure and headings that are likely to appear in the final paper.
- Finally, the research proposal should include a bibliography directly related to the research question or research topic.

There are now many electronic guides to finding periodicals and articles in them. The ADB catalogue on the VUBIS, for example, allows you to check tables of content of the most recent issues of approximately 14,500 periodicals. The CCB catalogue on the VUBIS provides locations of books in Belgian Libraries, and the possibility of obtaining books on Inter-Library Loan at the VUB. There is also the V-link, which allows you to find full texts from major on-line journals (if available) and links to related materials.

In addition, you can contact the course instructor for additional literature.
Please hand in your Research Proposal on Friday, 22\textsuperscript{th} February 1.30pm as a hard copy during class and via email to joe.koops@gmail.com with “Research Proposal” in the Subject Header. Failure to do so before the deadline will result in an automatic Fail.

3. Group Work (10 %) and Tutorials (10%)

At the beginning of Week 2, you will be divided into five groups, dealing with

a) **one Secretary-General** (you need to prepare a joint 1000-2000 words assessment of the Secretary-General’s influence, limitations and impact. The results of your assessment will be discussed during Tutorial 1) – Graded assignment.

b) **On Regional Organization (associated with one of the 5 regional groups) or a Coalition of States** (you need to build up awareness of the politics and attitudes of your assigned regional organization / group – and strongest countries within them – and prepare a background paper (3-4 pages) on the future of the UN and UN Reform, taking into considerations the likely positions and concerns of your regional group). The intermittent results of your research will be discussed during Tutorial II. The background paper will serve also as a preparation for the end of Class Simulation on the future of the UN.

c) **one peacekeeping operation** (you will be assigned one major UN peacekeeping operation - three successful examples and three clear failures). You will need to prepare a joint briefing paper of max. 4,000 words outlining the background/context of the operation, a summary of the mandate, the course of the operation and an overall assessment of the overall outcome and reason for success/fails as well as lessons learned (with respect to the mandate, commitment of key member states and performance of the UN bureaucracy). You will need to prepare a powerpoint presentation of max.15 minutes duration summarizing the key results of your research. Graded Assignment.

NOTE ON TUTORIALS

The UN course deals with a wide range of institutions, concepts, policy-fields and issue areas. It is often difficult to do full justice to the complexity, depth and wide range of aspects of the United Nations in Global Governance during lectures and seminars alone. Often, it is also difficult to reflect on issues raised by major works / practitioner accounts (in our case: Dallaire and Soussan) during the short class periods.

Hence, two in-depth tutorial sessions will be organized for groups of 4 students during the second part of the semester. Tutorials last 60min and are a useful tool for students and the instructor to explore a particular issue area (and thoughts about the two books) in depth. It goes without saying that one can only benefit from this teaching instrument if all participants come to the session well-prepared and ready to delve in more detail into a topic. Two tutorials will be organized (each split into one part on a theme and the second part on the set book). The themes are: one tutorial on the performance of Secretary-Generals, the other on regional groups and the future of UN Reform.

Tutorials will take place in weeks 10 and 12 and times and Dates will be communicated to students well in advance. For Tutorial 1, you need to have read Romeo Dallaire’s “Shake Hands with the Devil” for Tutorial 2: Michael Soussan’s Backstabbing for Beginners.
GRADES AND ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation and Participation (incl. Reading Quizzes)</td>
<td>10%</td>
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<tr>
<td>Group Work</td>
<td>20%</td>
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<td>Out of which:</td>
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<tr>
<td>Secretary-General Tutorial</td>
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<tr>
<td>Peacekeeping Mission</td>
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<tr>
<td>Written Essay</td>
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<td>Mid-Term Exam:</td>
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<td>Final Exam:</td>
<td>30%</td>
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Letter grades are given as follows:

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<tr>
<th>Letter Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
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<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
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<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
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<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
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<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
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<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
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<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
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<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
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<td>D+</td>
<td>10.7-11.4</td>
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<td>10.0-10.6</td>
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Assessment Criteria for the Research Paper are:

- Clearly Formulated Research Question (RQ)
- Clear Structure (including table of contents), logical approach (including sensible use of sub-headings) in addressing the Research Question
- Explaining the significance of the RQ in the context of the wider field of UN and Global Governance studies
- Use of wide range of relevant academic sources and display of awareness of key works (note, for a 300-level research essay you are expected to have consulted between 20–30 different sources)
- Capacity to analyze and to develop a critical assessment of both empirical as well as theoretical materials.
- Capacity to advance original insights and independent thought
- Capacity to formulate succinct and policy-relevant (if applicable) conclusions
- Capacity to synthesize arguments and to apply concepts / theoretical discussions to empirical information

Also, it goes without saying that the essay should conform to basic formalities:
• Referencing, use of academic sources (academic journals, monographs).
• Correct use of Language, based on an accessible style and clarity of thought
• Empirical precision: correct interpretation of clearly referenced factual information.

**Assessment Criteria for the Exams are:**
• Capacity to grasp and convey factual, conceptual and theoretical knowledge.
• Capacity to synthesize and apply concepts and theory to concrete cases.
• Capacity to develop a systematic argument based on theory and practice.

**Assessment Criteria for Group Work / Powerpoint Presentations Are:**
• Fair Division of Labour among group members
• Sticking to the required time limit during the presentation (15minutes max.!) 
• Synthesizing and Conveying Factually Correct Information
• Displaying and arranging information on slides in an easily accessible / visually appealing manner
• Presenting in a clearly audible, confident and engaging manner
• Displaying imagination in explaining and assessing key points
• Providing succinct conclusions (including lessons learned for UN Peacekeeping in general)
• Generating further interest and discussion among the class by providing 2-3 questions/observations that could prompt class discussion and reflection

**Assessment Criteria for Tutorials are:**
• Preparation, Preparation, Preparation: Ensure that wide reading has been carried out
• Ensure that you have read the set book and wrote down your reflections in a journal
• Ensure that the document is ready in time and reflects a fair division of labour
• Readiness to engage actively in tutorial discussions
• Originality of thought / Capacity of Critical Reflection
### Part 1. Introduction to Global Governance / History of the United Nations

| Week 1 | 21 Jan | Introduction to the Course and Overview of Course and Requirements |
|        | 25 Jan | Introduction to Global Governance and to the United Nations system |
| Week 2 | 28 Jan | Global Governance: Concepts, Approaches and Persisting Challenges |
|        | 1 Feb  | No Class – Independent Reading on Global Governance literature and United Nations History |
| Week 3 | 4 Feb. | (Short Reading Test on reading so far). The United Nations: Background, Origins and Early History |
|        | 8 Feb. | Analysis of the United Nations Charter |

### Part 2: Core Institutions and Key Actors

| Week 4 | 11 Feb. | The General Assembly |
|        | 15 Feb  | The Security Council |
| Week 5 | 18 Feb. | The UN Secretariat |
|        | 22 Feb. | The UN Secretary-General!!RESEARCH PROPOSAL DUE!! |
| Week 6 | 25 Feb  | Catching up on UN Secretary-General and Reading Tests |
|        | 1 March | |
| Week 7 | 4 March | REVISION SESSION (4 March) |
|        | 8 March | Mid-Term Exams (8 March) |

### Part 3: The United Nations and Global Governance: Core Policy-fields and Activities

| Week 8 | 11 March | The United Nations and Regional Organizations |
|        | 15 March | ECOSOC & Other Actors (Civil Society, Business etc) |
| Week 9 | 18 March | The United Nations and Global Justice: The International Criminal Court |
|        | 22 March | Guest Lecture by Mathias Holvoet (International Law, VUB) |
| Week 10 | 25 – 29 | Tutorial I: The Performance of Secretary-Generals & Book Discussion “Shake Hands with the Devil” |
|         | 25 March | Attending High-Level Conference: UN-EU Partnership in Peacebuilding |
|         | 26 March | Attending Guest Lecture by Thomas Weiss: Future of UN (1 – 2.30pm) – Residence Palace, (Rue de la Loi 155) |
|         | 29 March | Overview: Evolution of United Nations Peacekeeping |

**Spring Recess 1st April – 14 April**

| Week 11 | 15/19 April | Preparations for Group Peacekeeping Presentations (meet during class time) |
### Week 12

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<tr>
<td>22 April</td>
<td>Evaluating Peacekeeping: Group Presentations I</td>
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<tr>
<td>26 April</td>
<td>Evaluating Peacekeeping: Group Presentations II</td>
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<td>Tutorials on Regional Groups / Reform of UN And Book discussion: Backstabbing for Beginners</td>
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### Week 13

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<tr>
<td>29 April</td>
<td>No Class – Independent Study Time (Preparation of Reading / Preparation for Simulation)</td>
</tr>
<tr>
<td>3 May</td>
<td>The United Nations and the MDGs I (1-4): Poverty&amp;Hunger, Education, gender equality, child mortality</td>
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### Week 14

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<tr>
<td>6 May</td>
<td>The United Nations and the MDGs II (5-8): Maternal Health, HIV/Malaria, Environmental Sustainability, global partnership for development</td>
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<tr>
<td>10 May</td>
<td>RESEARCH ESSAY DUE (1.30pm)</td>
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### Week 15

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<td>FINAL EXAMS</td>
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### 7. LITERATURE AND GUIDING QUESTIONS (SESSION BY SESSION)

#### Week 1 (Monday 21 January 2013)

**Introduction to the Course and Overview of Core Requirements.**

**Reading**

None.

#### Week 1 (Friday 25 January 2013)

**Introduction to Global Governance and to the United Nations system**

**Reading**

*(Introductory Background Reading – Please complete this reading assignment before the 3rd session on Monday 28 January)*


**Guiding Questions:**

1. What is meant by the “United Nations System”?
2. What is the difference between ‘specialized agencies’ and ‘UN programmes’?
Week 2 (Monday 28 January 2013)

Global Governance: Concepts, Approaches and Persisting Challenges

Reading:

b) Richard Falk, Humane Governance for the World: Reviving the Quest, in ibid, 105 - 119

Guiding Questions:

1. What does the Commission on Global Governance mean by the term ‘global governance’? Why do they think that the UN ‘must continue to play a central role in global governance’? Do you agree?
2. What, according to Richard Falk, are the nine challenges that need to be addressed for ‘humane governance’? In your opinion, how could the major challenges be overcome – what role could the UN play?
3. Is the focus on ‘global governance’ an excuse for ignoring the issue of world government’?
4. “The surest way to secure classification as a crackpot is to mention a world government as either a hypothetical or, worse yet, desirable outcome”. Discuss.
5. “The malfunctioning of today’s international system has not yet led to a new paradigm but rather to global governance, which helps us to understand what is happening but does not push us to determine what should happen”. Discuss.

Week 2 (Friday, 1 February 2013)

No Class – catch up on Reading on ‘Global Governance: Concepts, Approaches and Persisting Challenges’ (see above)

Week 3 (Monday 4 February 2013)

The United Nations: Background, Origins and Early History

Reading:

a) Paul Kennedy (2006), The Parliament of Man, Chapter 1: The Troubled Advance to a New World Order: 1815 – 1845, pp. 3 – 47
b) CHAPTER 1 of your Course Book Thomas G. Weiss & Sam Daws (2008) World Politics: Continuity and Change Since 1945

Guiding Questions:

1. Explain the efforts of international cooperation and institutions that predated the creation of the United Nations
2. The League of Nations is generally considered to be a failure – why? What were its
positive contributions to international affairs? What lessons had been learnt from the ‘interwar years’ for the creation of the United Nations?
3. Where did the name “United Nations” emerge from?
4. Explain the considerations that had influenced the Great Powers in their deliberations on the set-up of the UN. Would their analyses still hold true today?
5. What is the core purpose of the United Nations?
6. What does Paul Kennedy mean when he refers to the UN as a ‘three-legged stool’?

There will be short reading test on all the material on GG and UN History so far.

Week 3 (Friday, 8 February 2013)

Analysis of the UN Charter

Reading:

a) The Atlantic Charter 1941 and the Declaration by United Nations 1942 (in your reader)
b) United Nations Charter (Appendix 3 of your Textbook): Read through the entire Charter and familiarize yourself with the different Chapters and Articles. Particular emphasis should be placed on a careful reading of the Preamble and Chapter I as well as Chapters VI and VII

Week 4 (Monday 11 February 2013)

The General Assembly

Reading:

Background on the General Assembly’s relationship with the UNSC and ECOSOC:


On the General Assembly

b) Oxford Handbook, Chapter 5: M.J. Peterson, General Assembly
c) Chapter IV of the UN Charter

Guiding Questions

1. The Assembly is a forum where the masses can rally to counterbalance the aristocracy of the permanent five” Discuss.
2. The General Assembly is an egalitarian ‘deliberative forum’ and an ‘organizational overseer’. Explain.
3. Explain the divisions and coalitions within the General Assembly along geographical and thematic lines.

Week 4 (Friday 15 February 2013)
The Security Council

Reading:

b) Chapter V, VI and VII of the UN Charter

Guiding Question

1. Explain the main powers and competences of the Security Council

Week 5 (Monday 18 February 2013)

The UN Secretariat

Reading:

b) UN Charter Articles 7, 97-101 as well as Articles 33 and 96
c) Oxford Handbook, Chapter 9: James O.C. Jonah, Secretariat: Independence and Reform

Week 5 (Friday 22 February 2013) (RESEARCH PROPOSAL DUE!)

The UN Secretary-General

Reading:

a) Oxford Handbook, Chapter 10, Edward Newman, Secretary-General
b) Brian E. Urquhart (2007) The Evolution of the Secretary-General, in Simon Chesterman (ed.) Secretary or General? The UN Secretary-General in World Politics, Cambridge: CUP (in your Reader)

Guiding Questions

1. What are the main duties and role of the UN Secretary-General according to the UN Charter?
2. “Hammarskjöld transformed the role of Secretary-General into the active, diplomatic, moderating, and negotiating office that it has remained ever since”. Discuss.
3. How has the role and power of the Secretary-General changed during the last 60 years?
4. Outline the strengths and weaknesses of the eight Secretary-Generals. What does the performance of the these men tell us about the potential and limitations of the post of the Secretary-General? Which personal qualities should a successful UN SG possess?

Week 7 (Monday 4 March 2013) REVISION
Week 7 (Friday 8 March 2013) MID-TERM EXAM

PART II

Week 8 (Monday 8 March 2013)

The United Nations’ Relations with Regional Organizations

Reading:

a) Oxford Handbook, Chapter 12: Regional Groups and Alliances (please also read Chapter VI of the UN Charter)


Guiding Questions

1. What are the benefits and risks of UN cooperation with regional organizations?
2. What is meant by ‘civil society’ – why is it important for UN approaches to Global Governance? What are the advantages and disadvantages of UN-NGO cooperation?
3. Explain the potentials and risks of cooperation between the UN and private firms
4. Has the UN made enough progress to overcome its state-centric bias?

Week 8 (Friday 15 March 2013)

ECOSOC and Other Actors

Reading:

a) Oxford Handbook, Chapter 7, Gert Rosenthal, Economic and Social Council
b) Oxford Handbook, Chapter 14: Civil Society
c) Oxford Handbook, Chapter 15: Private Sector
d) Chapter IX and X of the UN Charter

Guiding Questions

1. What are the main tasks of ECOSOC? How was ECOSOC supposed to bring greater coherence to the UN system?
2. What is ECOSOC’s role with regards to NGOs?
3. What role does the private sector and civil society play in the UN system?

Week 9 (Monday 18 March 2013)
The United Nations and Global Justice: The International Criminal Court

Guest Lecture by Mathias Holvoet (International Law, VUB)

Reading:

a) Oxford Handbook, Chapter 26, Richard Goldstone: International Criminal Court and Ad Hoc Tribunals

Further Reading:


Guiding Questions

1. Explain the Relationship between ad hoc tribunals and the ICC
2. Outline the key achievements and major limitations of the ICC

Week 9 (Friday 22 March 2013)

The United Nations and Global Justice: The International Court of Justice

Guest Lecture by Mathias Holvoet (International Law, VUB)

Reading:

a) Oxford Handbook: Chapter 11: James Crawford and Tom Grant – International Court of Justice
b) Christopher Greenwood (2011) The role of the ICJ in the Global Community, California International Law Centre.

Further Reading:

c) Statute of the ICJ
d) The Kosovo ruling

Week 10 (Monday 25 March 2013)
Attending the High-Level Conference:

“THE EUROPEAN UNION AND THE UNITED NATIONS: STRENGTHENING PARTNERSHIP & IMPROVING EFFECTIVENESS IN PEACEBUILDING”, 25 March 2013, Vesalius College

13:30 – 15:00  **Session I: The role of the new elements of the UN peacebuilding architecture in supporting peacebuilding processes**
Chair: Joachim Koops, Director of GGI / Professor of Political Science (VUB)
Frank Majoor, Permanent Representative of the Netherlands to NATO
Thomas Mayr-Harting, Head of the EU Delegation to the UN (tbc)
Ejeviome Eloho Otobo, Director and Deputy Head of the UN Peacebuilding Support Office

15:00 – 15:30  **Coffee break**

15:30 – 17:00  **Session II: Recent UN and EU institutional developments on peacebuilding support**
Facilitator: Fernando Cavalcante, GGI
Catherine Woollard, European Peacebuilding Liaison Office
Mireia Villar Forner, United Nations Development Programme, Brussels
Brian Williams, Peacebuilding Support Office, UN

**Reading:**

a) Oxford Handbook, Chapter 23: Roland Paris, Post-Conflict Peacebuilding
b) Fernando Cavalcante (2011) The UN Peacebuilding Architecture, GGI Briefing Paper, Brussels: Global Governance Institute


**Week 10 (Tuesday 26 March 2013)**

**Attending Guest Lecture by Thomas Weiss:**
**The Future of the United Nations**

*(1pm – 2.30pm) – Residence Palace, (Rue de la Loi 155)*

**Preparatory Reading:**


**Week 10 (Tuesday/Wednesday/Thursday 26 – 28 March 2013)**
Tutorials I:  
The Performance of Secretary-Generals & Book Discussion “Shake Hands with the Devil”

a) Prepare your Group Briefing on your SG  
b) Prepare individually a 1-2 page reflection piece on Shake hands with the devil and on issues you would like to discuss during the tutorial (hand them in via email by 21st March!)

Week 10 (Friday, 29 March 2013)

Overview: Evolution of United Nations Peacekeeping

Reading (to be completed over the Spring Break):

Reading:

b) Paul Kennedy (2006), The Parliament of War, Chapter 3: Peacemaking and Warmaking, pp. 78 - 91  

Recommended Additional Reading:

f) Revisit also: Chapter 23: Roland Paris, Post-Conflict Peacebuilding, pp. 404 - 426

Guiding Questions:

On Bellamy and Williams

1. What types of actors conduct peace operations today? Do you think the multiplicity of actors is a blessing or curse for the UN’s own peacekeeping efforts?  
2. Outline the specific UN Chapters and Articles that deal with peace and security. Which article deals with peacekeeping?  
3. What is the so-called ‘Uniting for Peace’ Resolution? What are its implications for the balance of power between the Security Council and the General Assembly?  
4. How are UN peacekeeping operations assembled? Who are the top troop contributing countries, who are the top financing countries? Do you think the current situation is sustainable?

On Kennedy

1. “The early efforts at peacekeeping by the world organization were limited, cursory, and exploratory.” Discuss.  
2. Discuss the background and UN Approach to UNEF I and ONUC. What were the chief differences? What does it tell us about the potentials and limits of Cold War peacekeeping?
3. Why was UNEF II far more successful than UNIFIL?
4. Do you agree with Kennedy’s analysis of the three elements of the ‘whole spectrum of possibilities with regard to the UN’s capacity for peacekeeping and warmaking’?

On Doyle and Sambanis:

1. What is the difference between ‘peace-enforcement’, ‘peacemaking’, ‘peacekeeping’ and ‘post-conflict reconstruction’?
2. Outline the difference between ‘first’, ‘second’, ‘third’ (and ‘fourth’) generation of peacekeeping
3. Explain the relationship between peacemaking and traditional peacekeeping
4. How important is the concept of ‘consent’ for the success of traditional peacekeeping? What are, in your opinion, the drawbacks?
5. What are the key elements for ‘strategic peacekeeping’?

Week 11 (15/19 April 2013)

(Self study time – no class, please catch up on the reading below and prepare your group presentations for Week 12!)

The United Nations and Security II: Peacekeeping since the 1990s

Reading:

a) Paul Kennedy (2006), The Parliament of War, Chapter 3: Peacemaking and Warmaking, pp. 91 – 112

On the future of Peacekeeping

m) Joachim Koops and Johannes Varwick (2008) 10 Years of Shirbrig: Lessons Learned, Development Prospects and Strategic Opportunities for Germany, GPPi Research Paper No. 11, Berlin: Global Public Policy Institute

Guiding Questions:
1. How did the post-Cold War peacekeeping era differ from the Cold War period – both in *quantitative* and *qualitative* terms?
2. What was so special about the Iraq operation of 1990-1991 – what was its effect on the image of the UN?
3. Have there been any UN operations since 1990 that could be classified as “successful”? If so, how did they differ from the UN’s unsuccessful operations?
4. How could the UN’s performance in peacekeeping be improved?
5. Should there be a permanent UN Army?

**Week 12 (21/26 April 2013)**

**Group Presentations on United Nations Peacekeeping**

**Week 12 (dates to be determined): Tutorial II: Regional Groups and UN Reform**

**Week 13 (29 April 2013)**

No Class – Independent Study Time
(Preparation of Reading / Preparation for Simulation)

**Week 13 (Friday, 3 May 2013)**

The United Nations and the MDGs I (1-4):
Poverty & Hunger, Education, gender equality, child mortality

**Background Reading:**

- familiarize yourself with the core documents on the Millennium Development Goals (on Dropbox)
- familiarize yourself with the UN MDGs Report 2012 – relevant sections on Goals 1-4

**Reading:**

a) Handbook, Chapter 31: Fen O. Hampson and Christopher K. Penny, Human Security
b) Handbook, Chapter 37: Richard Jolly, Human Development
c) Handbook, Chapter 28: Charlotte Bunch, Women and Gender

**Guiding Questions**

1. What is the significance of the Millennium Development Goals? How successfully have they been implemented so far?
2. Can the UN play any meaningful role in the field of development beyond mere ‘goal-setting’?
3. To what extent has the UN promoted gender equality and the right of women? What are still the main challenges?

**Week 14 (Monday, 6 May 2013) (HAND IN RESEARCH PAPER!!!)**
The United Nations and the MDGs I (4-8):
Maternal Health, HIV/Malaria, Environmental Sustainability, global partnership for
development

**Background Reading:**

- familiarize yourself with the core documents on the Millennium Development Goals (on
Dropbox)
- familiarize yourself with the UN MDGs Report 2012

**Reading:**

b) Handbook, Chapter 33: Gian Luca Burci: Health and Infections Disease
c) Handbook Chapter 34: Nico Schrijver: Natural Resource Management and Sustainable
Development

and Health’, pp. 211 – 236

**Guiding Questions**

1. What are core tasks of the IMF and the World Bank? How do both institutions differ from
other institutions of the UN system?
2. Outline the effectiveness of both institution and the core challenges faced by both since the
1970s.
3. What is the significance of the Millennium Development Goals? How successfully have
they been implemented so far?
4. Can the UN play any meaningful role in the field of development beyond mere ‘goal-
setting’?
5. Outline the major historical milestones (Stockholm Conference, Brandt and Brundtland
Commission, UNEP and Rio) towards ‘sustainable development’ and
environmental policies
6. Do you think it is time for the creation of new “World Environment Organization”?
7 Evaluate the UN’s and WHO’s efforts of combating major health threats and pandemics.

Week 14 (Friday, 10 May 2013)

End of Course Simulation:
The United Nations and Global Governance:
Achievements, Limitations & Prospects for Improvements and Reform
Revision and Course Evaluation

**Background Reading:**
b) Oxford Handbook: Chapter 38: Principal Organs  

Guiding Questions

1. Based on the material covered in this course, how would you assess the UN’s overall contribution to global governance?
2. What are the most pressing issues for UN reform?

WEEK 15: FINAL EXAMS! Thank you for an active, hard working and inspiring semester!