Course Syllabus POL244

THE UNITED NATIONS AND GLOBAL GOVERNANCE

Number of ECTS credits: 6

Contact Details for Professor

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E-mail: mmartind@vub.ac.be
Office hours: Wednesdays 14.30-16.30 (please schedule an appointment)
Meeting times: Mondays 8.30 – 11.30
Meeting room:

Course Description: 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.

Learning Objectives:

After this course, the student should be able to:

In terms of 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’

In terms of skills:
At the end of the class, the student should be able to:

a) Examine, understand, synthesize and apply core texts on ‘Global Governance’ and the United Nations
b) Carry out independent, in-depth research using a wide range of sources and present a personal analysis on the UN and Global Governance
c) Structure and compose a research essay on a specific UN policy-field, based on a wide range of sources
d) Formulate policy-oriented recommendations
e) Do effective public speaking, presentation and negotiation skills, including effective teamwork.
f) Differentiate between empirical, analytical, prescriptive and normative statements;
g) Understand how to recognize a valuable and reliable source of information;

Course Materials

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


Two books are only compulsory if you decide to do a critical book comparison instead of a research paper:


Apart from that textbook and novels, all other 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). The list with further reading is listed for each week and is designed to help students to guide them in writing their papers and preparing for the seminars. Students are not expected to read all the sources listed in ‘further reading’ section, but are encouraged to consult them to further understand the topic covered in class, structure the initial research for research papers and prepare for the seminar discussions. Students responsible for leading the seminars should choose a selection of reading from the ‘further reading’ and use them to guide the seminar discussion. The followings sources are used for course materials.

Reference materials
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\nReview of International Organizations\nGlobal Governance\nInternational Peacekeeping\nCooperation & Conflict\nSecurity Dialogue\nInternational Affairs\nInternational Security\nSurvival\nInternational Interaction\nInternational Studies Review\nStudia Diplomatica\nEuropean Journal of International Relations*

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

1. [www.securitycouncilreport.org](http://www.securitycouncilreport.org) (excellent course for latest developments at/decisions taken by the Security Council. Includes also thematic dossiers...etc.)

2. [www.passblue.com](http://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/](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 are recommended for Group Work, Research Essay, Tutorials:

**General Introductions**

**History of the United Nations**


**Institutions**

**Secretary-General and Secretariat**
- 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](http://www.securitycouncilreport.org)

**General Assembly**

**Peace and Security**

*General Studies on UN and International Security*
- Peter Nadin, Patrick Cammaert, and Vesselin Popovski (2015) *Spoiler Groups and UN Peacekeeping*, Routledge

**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*

**Course Assessment**
The students will be evaluated on the basis of their performance as follows

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of the final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ted-x presentation and peer work</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper (research paper or critical books analysis)</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final oral exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Description of activities and Grading Criteria (only general grading criteria in this section)

Peer review (20% together with Ted-x talk)

The role of each peer is to serve as your mentor and reviewer, discuss your research interests and questions, provide peer feedback orally and in a written format. The peer review system is an essential component of writing and improving your paper. Learning to receive and give feedback, address this feedback and use it as a tool of self-improvement is a life-long skills. This exercise is aimed to train you in serving as a research peers to each other. You will also work with your peers in preparing and leading seminar discussions that will help you to reflect on different sub-topics of the main themes covered in each week. It is essential that you share the workload, prepare well in advance, work outside of classroom as well as during classroom activities and structure seminar presentation and discussions well.

Students will be assigned their research peers in the beginning of the semester (Week 2, Jan 23) and should prepare a research proposal with a draft research question by Week 3 (Jan 30). Students will be responsible for submitting their research papers to their peers in Week 9 (March 13) (two weeks before the papers are due to the course convener Week 11- March 27). Research peers will be responsible for reviewing the papers, assessing them using the grading rubric that will be used for final grading and submitting their comments both to each other and to the course convener. They will also be responsible to help prepare the ted-x talk. Students will assess their research peers using a form outlined in the section ‘Further description of assessment activities’ (see ‘Assessment of your “research peer”’).
Research proposal OR Books analysis proposal

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 to 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.

When submitting a paper proposal, the following guidelines should apply: a hard copy of the paper must be submitted by January 30, 2017 via Turnitin as well as in class and via email to mmartind@vub.ac.be with ‘POL244 Essay’ in the Subject Header. NOTE: your essay only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an ‘F’.

Research paper OR books’ critical comparison:

Research paper

Students are required to conduct an individual research and submit a research paper. The topic of your paper needs to be approved the course convener. The paper should be between 3000-3500 words (the structure and the assessment is depicted below in the section on ‘Further description of assessment activities’). The paper will be mostly based on the secondary research and should include literature review as well as a clear section on methodology and a plan for further research. The paper should outline the plan for a pilot study that will be based on primary research and provide as detailed description as possible. You are required to choose a 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.

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

The paper is worth 25% of the final grade. The draft paper needs to be submitted to research peers on March 13. The research peers are responsible for providing a written feedback and use the evaluation form (the same that the course convener will use for grading - depicted below in the section on ‘Further description of assessment activities’. The peer feedback is due on March 20 (or earlier). The final draft is due to the course convener on March 27.

When submitting a paper, the following guidelines should apply: a hard copy of the paper must be submitted by March 27, 2015 via Turnitin as well as in class and via email to mmartind@vub.ac.be with “POL244 Essay” in the Subject Header. NOTE: your essay only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an ‘F’.

You are expected to submit your research draft paper to your research peers and adopt the comments made by them. You are also expected to serve as a research peer and provide comments on the papers of your colleagues.

The course convener will provide a sample format that should be used for the paper. It is essential that you use this format, including the cover page, an introduction, main sections of the paper, conclusions and the bibliography.

OR

Books Essay (25%)

You will be assigned two books to read, compare and analyse on UN functioning, challenges and shortcomings. The two books are:


For this exercise, you don't need to do extra research or look for primary or secondary literature. You will need to take a comparative aspect on these books and make a coherent argument about it (3000-3500 words). Your responses will depend on identifying with the circumstances they describe, interpreting the memories they recount and link them to the theories and academic material we studied. Please, look at the grading rubric for more information.

The paper is worth 25% of the final grade. The draft paper needs to be submitted to research peers on March 13. The research peers are responsible for providing a written feedback and use the evaluation form (the same that the course convener will use for grading - depicted below in the section on ‘Further description of assessment activities’. The peer feedback is due on March 20 (or earlier). The final draft is due to the course convener on March 27.
When submitting a paper, the following guidelines should apply: a hard copy of the paper must be submitted by **March 27, 2015** via Turnitin as well as in class and via email to mmartind@vub.ac.be with “POL244 Essay” in the Subject Header. NOTE: your essay only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an ‘F’.

You are expected to submit your research draft paper to your research peers and adopt the comments made by them. You are also expected to serve as a research peer and provide comments on the papers of your colleagues.

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**UN, Past, Present and Future Ted-x talk (20% together with Peer review)**

You will present your paper and the main findings as a part of a student conference on ‘UN: Past, Present and Future’ facilitated within the framework of this course. Your presentation should last 5 minutes and it should convey the main argument that you developed in your research paper or in your books comparison. It should catch the audience’s attention and keep them engaged.

You need to structure the question following the structure: WHAT (is your argument/you wanted to know), WHY (is it important/useful/interesting), HOW (did you conduct your research/did you reach your conclusions).

The Ted-x talk will take place during class time on **Week 14** and will be recorded.

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**Mid-term (20%) and Final Exam (30%):**

The mid-term exam will take place in **Week 7**. The format of the exam will include a combination of short and long essay questions where you are expected to demonstrate the understanding of the key concepts and definitions as well as provide analysis of the core topics covered in class and in the assigned readings. The revision session is scheduled to take place a week before each exam.

Final exam is scheduled for **Week 15**. It is an oral exam.
Rubric for evaluating research paper for 200-level course

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Max Points</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Research Question / Statement / Puzzle ( /8 Points)</strong></td>
<td>Explain Choice of Topic and why it is academically relevant / Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling / Clear and Concise Research Question / Research Statement / Outline of structure of the paper and main argument</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review ( /20 Points)</strong></td>
<td>The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student's own topic in the wider academic context / It compares, contrasts and synthesizes the main authors and arguments / It evaluates strengths and weaknesses of the literature and identifies the gaps the student's paper addresses / Based on the Literature Review, the student chooses a clear theoretical/conceptual frame-work to be applied in the analysis part of the paper</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis / Discussion ( /32 Points)</strong></td>
<td>Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data / Wide use and synthesis of sources and references to support key arguments directly addressing the research question / Application of conceptual and theoretical frame-works / Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner</td>
<td>/8</td>
<td></td>
</tr>
<tr>
<td><strong>Structure ( /10 Points)</strong></td>
<td>The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Originality of Thought ( /10 Points)</strong></td>
<td>The paper highlights a level of deep reflection of research, leading to arguments and ideas that go “beyond the obvious”.</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Formal Aspects ( /10 points)</strong></td>
<td>Correct use of language (spelling, grammar, expression) / Correct citation and bibliography / Appropriate Number of Sources</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions ( /10 points)</strong></td>
<td>Stating in clear and succinct manner the result of the analysis and main answer to the research question / Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Final and Overall Comments:</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Further comments:
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Max Points</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BOOKS CRITICAL ANALYSIS (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMARY</strong></td>
</tr>
<tr>
<td>9-10</td>
</tr>
<tr>
<td>Summary consists of a discussion of major themes, ideas and characters providing at least 4 excerpts from each book. It combines ideas from the two books into new sentences using your own words.</td>
</tr>
<tr>
<td>8-8.9</td>
</tr>
<tr>
<td>Summary consists of a discussion of major themes, ideas, and characters, providing at least 3 excerpts from the book. It combines ideas from the two books into new sentences using your own words. Some minor omissions or imprecisions.</td>
</tr>
<tr>
<td>6-7.9</td>
</tr>
<tr>
<td>Summary consists of a discussion of major themes, ideas, and characters, providing at least 2 excerpts from the book. It combines ideas from the two books into new sentences using your own words. Some imprecisions.</td>
</tr>
<tr>
<td>0-5.9</td>
</tr>
<tr>
<td>Summary is mostly an outline of the books and does not discuss themes or major ideas of the work. Major flaws and imprecisions.</td>
</tr>
<tr>
<td><strong>QUOTES</strong></td>
</tr>
<tr>
<td>9-10</td>
</tr>
<tr>
<td>The student is able to illustrate its argument by providing very relevant quotes from both novels, making links between them. All direct quotes (at least 5) from the novels are noted by citing page numbers in parenthesis.</td>
</tr>
<tr>
<td>8-8.9</td>
</tr>
<tr>
<td>The student is able to illustrate its argument by providing relevant quotes from both novels, but cannot make links between them. All direct quotes (at least 3) from the novels are noted by citing page numbers in parenthesis.</td>
</tr>
<tr>
<td>6-7.9</td>
</tr>
<tr>
<td>The student is able to illustrate its argument by providing relevant quotes from both novels, but cannot make links between them. Some imprecisions and misunderstanding of quotes. All direct quotes (at least 2) from the novels are noted by citing page numbers in parenthesis.</td>
</tr>
<tr>
<td>0-5.9</td>
</tr>
<tr>
<td>The student uses direct quotes without any citation of page numbers and without linking quotes to relevant arguments.</td>
</tr>
<tr>
<td><strong>CRITICAL ENGAGEMENT</strong></td>
</tr>
<tr>
<td>9-10</td>
</tr>
<tr>
<td>The student provides critical thoughts, responses and reactions to the main arguments and claims of the novels. The student reacts to the themes, the author’s aims or intent, the subject of the books, how well it is written and overall success or failure of the books.</td>
</tr>
<tr>
<td>8-8.9</td>
</tr>
<tr>
<td>The student provides critical thoughts, responses and reactions to the main arguments and claims of the novels, but with some minor errors. The student reacts to the themes, the author’s aims or intent, the subject of the books, how well it is written and overall success or failure of the books. However, there is not a thorough review of all these aspects and/or there are some minor omissions or imprecisions.</td>
</tr>
<tr>
<td>6-7.9</td>
</tr>
<tr>
<td>The student provides some critical thoughts, responses and reactions to the main arguments and claims of the novels, but with some imprecisions and flaws. The student may discuss only one aspect of the novels, such as the themes. The student just states, “I like it because…” or “I didn’t like it because…”</td>
</tr>
<tr>
<td>0-5.9</td>
</tr>
<tr>
<td>The student’s critique consists of a basic opinion based on personal feeling of and is not considered a critique because it does not focus on themes, author’s intent, or writer’s style.</td>
</tr>
<tr>
<td><strong>THEORETICAL COMPARISON</strong></td>
</tr>
<tr>
<td>9-10</td>
</tr>
<tr>
<td>The student applies theoretical and conceptual knowledge to both case studies in terms of political, social and historical circumstances and can make comparisons between both novels on content, type of arguments, style and evaluation of author’s ability to provide an account of a historical period.</td>
</tr>
<tr>
<td>8-8.9</td>
</tr>
<tr>
<td>The student applies theoretical and conceptual knowledge to both case studies in terms of political, social and historical circumstances and can make comparisons between both novels on content, type of arguments, style and evaluation of author’s ability to provide an account of a historical period. Some flaws or inaccurate comparisons.</td>
</tr>
<tr>
<td>6-7.9</td>
</tr>
<tr>
<td>The student applies theoretical and conceptual knowledge to both case studies in terms of political, social and historical circumstances but with several flaws. The students make comparisons between both novels only on a couple of issues (content, type of arguments, style and evaluation of author’s ability to provide an account of a historical period). Several flaws or inaccurate comparisons.</td>
</tr>
<tr>
<td>0-5.9</td>
</tr>
<tr>
<td>The student is unable to apply theoretical and conceptual knowledge to the study of the novels or to make comparisons between them. Major flaws or inaccuracies.</td>
</tr>
<tr>
<td><strong>ORGANISATION</strong></td>
</tr>
<tr>
<td>9-10</td>
</tr>
<tr>
<td>The structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is in logical order. There is a clear cut introduction, body, and conclusion.</td>
</tr>
<tr>
<td>8-8.9</td>
</tr>
<tr>
<td>The structure of the paper flows and is easily read, but some transitions may be faulty or missing. There is some illogical order in sequence of topics. There is a clear cut introduction, body, and conclusion.</td>
</tr>
<tr>
<td>6-7.9</td>
</tr>
<tr>
<td>The structure of the paper does not follow a logical order. The writing or ideas may “jump” around, it is not cohesive. The introduction or conclusion are not clear or concise.</td>
</tr>
<tr>
<td>0-5.9</td>
</tr>
<tr>
<td>The structure of the paper flows and there are no transitional phrases that make it easy to read. There are incomplete sentences or fragments and run-on sentences.</td>
</tr>
<tr>
<td><strong>SPEL&amp; FORMA</strong></td>
</tr>
<tr>
<td>0-2 spelling and formatting errors</td>
</tr>
<tr>
<td>3-4 spelling and formatting errors</td>
</tr>
<tr>
<td>5-6 spelling and formatting errors</td>
</tr>
<tr>
<td>7+ spelling &amp; formatting errors</td>
</tr>
</tbody>
</table>
The following criteria will be applied in assessing your written work:

**Assessment of your ‘research & seminar peer’**

<table>
<thead>
<tr>
<th>Questions to answer for the assessment</th>
<th>On the scale of 0 being the lowest to 5 being the highest; 3 is above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was my research peer an <strong>attentive listener</strong>? Did my research peer <strong>ask questions/offers suggestions</strong> (ex. during in-class group work)?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
<tr>
<td>Has my research peer <strong>read and commented on my written drafts/work in progress</strong>? Have the comments helped me to improve my paper?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
<tr>
<td>Has my research peer prepared well before the <strong>ted-x</strong> presentation, helped to structure the discussion and shared the workload?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Total Points**

....................... out of 15

**Any other comments**

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**Rubric for successful Ted-x talk:**

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Poor (0-2)</th>
<th>Average (2-4)</th>
<th>Good (4-6)</th>
<th>Excellent (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extemporaneous</strong>&lt;br&gt;Speak conversationally from your knowledge of the topic (not from notes or memorized script)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong>&lt;br&gt;Maintain direct, consistent and comfortable eye contact with audience throughout your presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pace</strong>&lt;br&gt;Speak with a varied, dynamic, interesting pace (avoid using a ‘sing-song’, predictable rhythmic pattern). Avoid using avoid</td>
<td></td>
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fillers such as 'um, ah, uh, like, you know, etc.'

**Energy**
Present information with energy and enthusiasm to engage your audience's attention and interest

**Content**

**Thesis Statement**
State your thesis statement (i.e., one sentence summary of the TED Talk)

**Main Points**
Explain the main points of the TED Talk in a clear and organized manner (what, why, how)

**Summary**
Summarize your main points

**Ending**
End with Impact. Leave the audience wanting to know more.

---

Based on your peer and Ted-x presentation, the course instructor will evaluate you (using your peer assessment and ted-x talk as detailed in the rubrics above):

Seminar and peer assessment (based on the instructors’, self evaluation and assessment by the two other research peers)

Student name:

Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A  81-100</th>
<th>B  80-69</th>
<th>C  68-62</th>
<th>D  61-53</th>
<th>F  0-49</th>
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<tbody>
<tr>
<td>Peer assessment – listening and giving feedback</td>
<td>Research peer was always attentive listener; asked questions and offered helpful suggestions (outside and during and in-class discussions)</td>
<td>Overall, some helpful feedback from the research peer during and outside of the classroom</td>
<td>Research peer met basic requirement in terms of listening and providing some advice</td>
<td>Research peer was not attentive and did not provide valuable oral feedback</td>
<td>Research peer was absent</td>
</tr>
<tr>
<td>Peer assessment – commenting on written drafts</td>
<td>Research peer provided far-reaching helpful comments on the written work. The comments helped to improve the draft</td>
<td>Research peer provided some valuable comments on the written work</td>
<td>Written comments meet very basic level in terms of peer assessment</td>
<td>Minimal comments, but lack of helpful feedback on the written work</td>
<td>Did not provide comments</td>
</tr>
<tr>
<td>Peer assessment – commenting on written drafts</td>
<td>Research peer provided far-reaching helpful comments on the written work. The comments helped to improve the draft</td>
<td>Research peer provided some valuable comments on the written work</td>
<td>Written comments meet very basic level in terms of peer assessment</td>
<td>Minimal comments, but lack of helpful feedback on the written work</td>
<td>Did not provide comments</td>
</tr>
<tr>
<td>Seminar delivery</td>
<td>Research peer presented well (without reading from notes), kept the pace of the presentation, demonstrated the knowledge of the</td>
<td>Research peer presented well but fell short on one or two of the following: presented without reading from notes, kept the pace of the</td>
<td>Presented overall well but did not engage fully with the class, read from notes and fell short of demonstrating the</td>
<td>The presentation was below the level required for this assignment</td>
<td>Did not present</td>
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</table>
reading and showed creativity with engaging with the class by engaging with questions during the talk as well as having an activity to stimulate further learning

presentation, demonstrated the knowledge of the reading and showed creativity with engaging with the class by engaging with questions during the talk as well as having an activity to stimulate further learning

knowledge of the reading

<table>
<thead>
<tr>
<th>RUBRIC- EXAMS POL 244</th>
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<tr>
<td><strong>Short questions (25 points)</strong></td>
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<tr>
<td><strong>Right/wrong format. See allocation of grades in the exam sheet.</strong></td>
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<tr>
<th><strong>Definition 1 (12 points)</strong></th>
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<tr>
<th><strong>Accuracy and Completeness</strong></th>
<th>A (4)</th>
<th>B (3)</th>
<th>C (2)</th>
<th>D (1)</th>
<th>F (0)</th>
</tr>
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<tbody>
<tr>
<td>The answer pertinently and succinctly addresses the question.</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question. It meets the basic requirement for this assignment. Some imprecisions</td>
<td>The answer is incomplete and fails to address the question. Major flaws and imprecisions.</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
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| **Expression** | Language is correct; mastering of expression. | Overall, language is correct. Some minor mistakes. | Barely adequate level; some mistakes in the text. | Language is poor; several mistakes in the text; hard to read or to understand. | Language is very poor; the text is extremely hard to understand. |

| **Evidence of reading** | The answer shows a good understanding of the readings. | Some flaws in the understanding of the course material. | The answer meets the basic requirement for this assignment. | Knowledge below the level required for the course. | The answer reveals no engagement with the course material. |

**TOTAL**

<table>
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<tr>
<th><strong>Definition 2 (6 points)</strong></th>
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<tr>
<th><strong>Accuracy and Completeness</strong></th>
<th>A (3.5)</th>
<th>B (3)</th>
<th>C (2.5-2)</th>
<th>D (2-1)</th>
<th>F (1-0)</th>
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<tr>
<td>The answer pertinently and succinctly addresses the question.</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
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</table>

<p>| <strong>Expression</strong> | Language is correct; | Overall, language is | Barely adequate | Language is poor; several mistakes in the text. | Language is very poor; the text is extremely hard to understand. |</p>
<table>
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<tr>
<th>Evidence of reading</th>
<th>Definition (7)</th>
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<tr>
<td>A (3.5)</td>
<td>B (3)</td>
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<tr>
<td>C (2.5-2)</td>
<td>D (2-1)</td>
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<td>F (1-0)</td>
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</tr>
<tr>
<td>Accuracy and Completeness</td>
<td>Structure of the answer and expression.</td>
</tr>
<tr>
<td>Overall, the answer accurately addresses the question.</td>
<td>The answer is loosely structured and fails to provide most relevant information. Expression is poor.</td>
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<tr>
<td>Some minor mistakes.</td>
<td>The answer gives most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.</td>
</tr>
<tr>
<td>The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions</td>
<td>The answer addresses the question in a structured, succinct and analytical manner. Excellent capacity to express and discuss complex concepts.</td>
</tr>
<tr>
<td>Language is correct; mastering of expression.</td>
<td>The answer is left in blank or fails dramatically to address the question.</td>
</tr>
<tr>
<td>Barely adequate level; some mistakes in the text.</td>
<td>Language is very poor; the text is extremely hard to understand</td>
</tr>
<tr>
<td>Some flaws in the understanding of the course material.</td>
<td>Language is poor; several mistakes in the text; hard to read or to understand.</td>
</tr>
<tr>
<td>The answer reveals no engagement with the course material.</td>
<td>Language is very poor; the text is extremely hard to understand</td>
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<tr>
<td>Total Essay (25 points)</td>
<td>(0-9)</td>
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<tr>
<td>Structure of the answer and expression.</td>
<td>The answer is loosely structured and fails to provide most relevant information. Expression is poor.</td>
</tr>
<tr>
<td>Evidence of reading</td>
<td>Weak engagement with the course material.</td>
</tr>
<tr>
<td>Understanding and use of political concepts</td>
<td>Theories or concepts are simply mentioned.</td>
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<tr>
<td>Critical thinking</td>
<td>The answer shows some major pitfalls in the comprehension of the concepts/theories at hand.</td>
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<tr>
<td>Ability to relate to a concrete political case</td>
<td>The examinee fails to apply conceptual or theoretical framework to empirical cases.</td>
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<td>TOTAL</td>
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### Additional Course Policies

The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:

- 1 out of 10 point (10/100%) will be subtracted for each day delay.
- Works submitted after seven days delay are graded with an F (0).
- Unless an incomplete is granted, no submission is possible after two weeks delay.

In the event of exceptional circumstances which impede the delivery of assignments within the due date, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance that impeded the fulfillment of the task. Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. As follows, these include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources, attending a wedding.

### Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

### Use of Electronics:

Students can use electronic devices during class that enhance their performance. **Appropriate Use of Technology includes:** note-taking on laptops or Ipads; use of devices to complete quick Google searches for pertinent information.

If students engage in the “inappropriate” use of electronics within the class, then their right to use these devices in the future will be removed. **Inappropriate use of technology in the classroom includes:** Texting Your Friends or Reading Texts While in Class; Sending or Reading Personal Emails; Surfing the Net for Non-Class Purposes. (checking in with Facebook or other Social Media, Shopping Online During Class, Reading Online Information
If these are ongoing issues with numerous students, I will remove the privilege from all students to ensure the necessary standards of an academic setting.

Mobile phones – Mobile phones are disruptive in the classroom in a number of ways. Ringtones must be turned off in class. If there is a need to check for and/or receive a call, the student must inform the instructor in advance. Students who create a disturbance by mobile phone use will be warned and may be asked to leave the class session.

Course schedule

<table>
<thead>
<tr>
<th>Part 1. Introduction to Global Governance / History of the United Nations</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
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<tr>
<th>Part 2: Core Institutions and Key Actors</th>
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<tr>
<td>Week 4</td>
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<td>Week 7</td>
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<tr>
<th>Part 3: The United Nations and Global Governance: Core Policy-fields and Activities</th>
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<tr>
<td>Week 8</td>
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<td>Week 9</td>
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1 Please note the course convener may change some aspect of the schedule, for instance, some guest speakers may be added or deleted from the schedule, depending on their availability, as well as additional readings may be suggested and some sessions re-grouped. Any changes will be communicated by the course convener to the students in due course.
<table>
<thead>
<tr>
<th>Week 10</th>
<th>20 March</th>
<th>Evolution of United Nations Peacekeeping</th>
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<tr>
<td></td>
<td>20 March</td>
<td>The UN and Security I: Current trends</td>
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<td><strong>PEER REVIEW DUE IN CLASS</strong></td>
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<tr>
<td>Week 11</td>
<td>27 March</td>
<td>The UN and Security I: Current trends (catch up)</td>
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<td>27 March</td>
<td>The UN and Security II: The Future of Peacebuilding</td>
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<td><strong>FINAL RESEARCH PAPER/BOOKS ESSAY DUE</strong></td>
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<tr>
<td>Week 12</td>
<td>17 April</td>
<td>No class – National holiday</td>
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<tr>
<td>Week 13</td>
<td>28 April</td>
<td>The United Nations and the SDGs</td>
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<td>28 April</td>
<td>“The UN: past, present and future” student Ted-x talk style conference</td>
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<tr>
<td>Week 14</td>
<td>1 May</td>
<td>No class – National holiday</td>
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<tr>
<td>Week 15</td>
<td>8-12 May</td>
<td><strong>FINAL EXAMS</strong></td>
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**LITERATURE AND GUIDING QUESTIONS (SESSION BY SESSION)**

**Week 1 (16 January), session 1**

Introduction to the Course and Overview of Core Requirements.

*Reading*

None.

**Week 1 (16 January), session 2**

Introduction to Global Governance and to the United Nations system

*Compulsory reading*

(Introductory Background Reading – Please complete this reading assignment before week 2)


Recommended reading


Guiding Questions:

1. What is global governance and what is it good/bad for?
2. What is meant by the “United Nations System”?
3. What is the difference between ‘specialized agencies’ and ‘UN programmes’?

Exercise in preparation for next week:

Please, bring a cartoon/caricature that you find on the press or on the Internet and that represents a persisting challenge of global governance.

Week 2 (23 January), Session 1

Global Governance: Concepts, Approaches and Persisting Challenges

Reading:

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

Recommended reading:

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 (23 January), Session 2

Catch up on Reading on ‘Global Governance: Concepts, Approaches and Persisting Challenges’ (see above)

In-class reading and exercise:

• What are the consequences of fragmented governance architectures (Biermann et al. 2009)?

Task: is the governance architecture for the management of the high seas an example of synergistic, cooperative or conflictive fragmentation? ‘In deep water’, The Economist, 22 February 2014: 

Week 3 (30 January), Session 1 (RESEARCH PROPOSAL DUE!)

The United Nations: Background, Origins and Early History

Reading:
Compulsory reading

a) CHAPTER 1 of your Course Book Thomas G. Weiss & Sam Daws (2008) World Politics: Continuity and Change Since 1945

Recommended reading

b) Paul Kennedy (2006), The Parliament of Man, Chapter 1: The Troubled Advance to a New World Order: 1815 – 1845, pp. 3 – 47
**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 (30 January), Session 2**

**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*

**Recommended reading:**


**Task:** which articles and principles of the Atlantic Charter can be found in the UN Charter? What is new?

**Week 4 (6 February), Session 1**

**The General Assembly**

**Reading:**

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

On the General Assembly

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

Recommended reading:


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 (6 February), Session 2

The Security Council

Reading:

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

Recommended reading:

b) David Malone (ed.) The UN Security Council: From the Cold War to the 21st Century, Boulder: Lynne Rienner

Guiding Question

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

Week 5 (13 February), Session 1
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

Recommended reading:


Guiding Question:

1. What is the role of the Secretariat?
2. Why a Secretariat reform is ironic according to Froelich?
3. Do you think a Secretariat reform would be beneficial to help the UN be more efficient and effective? Why? Why not?

Week 5 (13 February), Session 2

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, p. 15-32

Recommended reading:

c) Dag Hammarskjöld (1964) Markings (Translated by W.H. Auden), New York: Alfred Knopf
**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 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 6 (20 February) NO REGULAR CLASS. Catch up on readings and prepare for exam**

**The UN Secretary-General II**

**Reading:**

b) Ian Johnstone “The Secretary General as Norm Entrepreneur”, in Simon Chesterman (ed.) Secretary or General? The UN Secretary-General in World Politics, Cambridge: CUP, p. 123-138

**Recommended reading:**

See recommended readings for week 5

**Guiding Questions**

1. How would you describe the relationship between the UN Secretary General and the UN Security Council? Give examples.
2. What are the future challenges that lie ahead for the UN Secretary General in its relationship with the UN Security Council?
3. What does the author mean with the concept “norm entrepreneur”?
4. What was Annan’s role in crystallizing the concept of “responsibility to protect”?
Week 7 (27 February) MID-TERM EXAM

PART III

Week 8 (6 March), Session 1

Feedback on the mid-term exam

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)


Recommended reading:

d) Europe’s Return to UN’s Peacekeeping in Africa. Lessons from Mali

Guiding Questions

1. What are the benefits and risks of UN cooperation with regional organizations?
2. What are the benefits and risks of EU cooperation with the UN?
3. How could we overcome those risks?

Week 8 (6 March), Session 2

ECOSOC and Other Actors

Reading:

a) Oxford Handbook, Chapter 7, Gert Rosenthal, Economic and Social Council

b) Chapter IX and X of the UN Charter

Recommended reading:

c) Oxford Handbook, Chapter 14: Civil Society

d) Oxford Handbook, Chapter 15: Private Sector
**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?
4. 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?
5. Explain the potentials and risks of cooperation between the UN and private firms
6. Has the UN made enough progress to overcome its state-centric bias?

**Week 9 (13 March) Session 1**

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

**Reading:**

a) Oxford Handbook, Chapter 26, Richard Goldstone: International Criminal Court and Ad Hoc Tribunals
b) Oxford Handbook: Chapter 11: James Crawford and Tom Grant – International Court of Justice

**Recommended Reading:**

d) Christopher Greenwood (2011) The role of the ICJ in the Global Community, California International Law Centre.
f) Statute of the ICJ
g) The Kosovo ruling

**Guiding Questions**

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

**Week 9 (13 March), Session 2**

**Overview: Introduction of United Nations Peacebuilding**

**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  

**Recommended Reading:**


**Guiding Questions**

1. Explain what peacebuilding and peacekeeping are  
2. Who are the main players?  
3. Why do some groups want to spoil the peace?  
4. What do spoilers' motives tell us about the requirements for effective peacebuilding?  
5. The Brahimi Report: were its recommendations good? Were they feasible?

**Week 10 (20 March), Session 1**

**Evolution of UN Peacekeeping**

**Reading:**


**Recommended Reading:**

**Guiding Questions:**

1. What are the main characteristics of the first generation peacekeeping operations?
2. What are the main differences with current peacekeeping operations?
3. What does “inducing” consent means?
4. Who or what drove PKO expansion in 1989-92?
5. Was the expansion based more on supply or demand?
6. Was the West taking on new duties or offloading them?

---

**Week 10 (20 March), Session 2**

**The UN and Security I: Current trends**

**Reading:**

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

**Recommended reading:**


**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 (27 March), Session 1

The United Nations and Security II: Current trends

Reading:

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

Recommended Readings to be completed over Spring Break:

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

**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. What are the main challenges laying ahead for the UN Peacekeeping structure?
4. Do you agree with Annan? Why? Why not?

**Week 11 (27th March), Session 2**

**On the future of Peacekeeping**

**Reading:**
- c) 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

**Recommended Reading:**

**Guiding Questions:**
1. 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?
2. How could the UN’s performance in peacekeeping be improved?
3. Should there be a permanent UN Army?

**Week 12 (17 April) No Class – Legal Holiday**

**Week 13 (28 April), Session 1**

The United Nations and the Sustainable Development Goals:
From the MDGs to the Agenda post-2015
Background Reading:

d) familiarize yourself with the core documents on the Millennium Development Goals, the Sustainable Development Goals (on Dropbox) and the UN MDGs Report 2015

Reading:

a) The Guardian, 7 reasons the SDGs will be better than the MDGs
b) Sachs, J. From Millennium Development Goals to Sustainable Development Goals

Recommended Reading:

c) Handbook, Chapter 31: Fen O. Hampson and Christopher K. Penny, Human Security
d) Handbook, Chapter 37: Richard Jolly, Human Development
e) 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. What is the difference between the Millennium Development Goals and the Sustainable Development Goals?
3. Can the UN play any meaningful role in the field of development beyond mere ‘goal-setting’?
4. To what extent has the UN promoted gender equality and the right of women? What are still the main challenges?
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 a new “World Environment Organization”?
7. Evaluate the UN’s and WHO’s efforts of combating major health threats and pandemics.

Week 13 (28 April) Session 2 TED-X CONFERENCE: “The UN: Past, Present and Future”

5 min Ted-x style student presentation of the main results of your research paper.

Week 14 (1 May) NO CLASS: LEGAL HOLIDAY

Week 15: FINAL EXAMS! This will be an oral exam.

Thank you for an active, hard-working and inspiring semester!
Major Learning Objectives, Teaching Methods, Testing and Feed-back Questionnaire

Course code and course name: POL 244G The United Nations and Global Governance
Instructor: Dr. Maria Martin de Almagro

Summary:
Number of assignments used in this course: 4
Number of Feedback occasions in this course (either written or oral): maximum 10 working days after assignments are submitted, specific times for the feedback are noted in the syllabus
Number and Types of of Teaching Methods: 6, including lectures, seminar discussions, guest lectures, conference presentations, feedback sessions, peer review
Does your course require graded student oral presentations?: yes (seminar presentation grading form is included in the syllabus)

Please fill out the following table per course you teach.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
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<td>The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs.</td>
<td>This course introduces and explores the history, institutions, core policies and impact of the United Nations in the context of &quot;contemporary global governance&quot;. 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</td>
<td>Lecture with Powerpoint presentation and media material (video clips, radio...). Readings. External conferences.</td>
<td>A series of unannounced (but ungraded) tests provide a good method to motivate students to read the weekly material and keep up to date with the course. Mid-term and final exam test the knowledge on the history, institutions and core policies of the</td>
<td>The unannounced tests are graded and given back to students. I also provide with oral feedback during office hours and encourage students who are not performing very well to come see me in order to provide personalized feedback.</td>
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<td>policies in the fields of peace &amp; security, human rights and (sustainable) development. Particular emphasis will be placed on UN Peacekeeping.</td>
<td>Lecture with Powerpoint presentation and media material (video clips, radio...). Readings. External conferences.</td>
<td>UN.</td>
<td>Mid-term and final exam are graded thanks to a grading rubric. I give detailed written feedback, particularly on the mid-term exam, in order to help the student improve his/her performance.</td>
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<td>The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. He is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.</td>
<td>By the end of the course, it is hoped that students will have a firm grasp of Different Definitions of ‘Global Governance’ and Core Problems of ‘Global Governance’ and the potential role of the United Nations as a key, but also contested player in global governance efforts.</td>
<td>Mid-term and final exam. Unannounced tests. A ted-x talk conference during which students are examined on an oral basis.</td>
<td>The unannounced tests are graded and given back to students. I also provide oral feedback during office hours and encourage students who are not performing very well to come see me in order to provide personalized feedback.</td>
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<td>The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.</td>
<td>By the end of the course, it is hoped that students will have a firm grasp of An appreciation of the history, evolution and challenges of UN Peacekeeping from 1948 to the present And The shortcomings of the United</td>
<td>Lectures, external conferences, readings and also oral presentations by peers.</td>
<td>One Research Paper on a Specific UN policy or two Peacebuilding operation. are required to choose a policy field of the United Nations (e.g. the UN and ‘sustainable development’ or the UN and two specific peacekeeping operations)</td>
<td>Mid-term and final exam are graded thanks to a grading rubric. I give detailed written feedback, particularly on the mid-term exam, in order to help the student improve his/her performance.</td>
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Research paper: Students have to present an outline of the research paper, together with the main ideas, hypothesis and research methodology. The professor gives written feedback back with the aim of helping the student
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<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of international affairs.</td>
<td>Nations, the need for reform and the possibility of strengthening practical approaches to 'global governance'.</td>
<td>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.</td>
<td>improve the paper. Students can also discuss their outline and their paper at any time before the deadline on an oral basis during office hours with the professor. The outline is not graded. The final graded paper, together with the grading rubric is given back to every student on an individual basis.</td>
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<td>By the end of the course, it is hoped that students will have a firm grasp of a) how to carry out independent, in-depth research using a wide range of sources; b) how to structure and compose a research essay on a specific UN policy-field, based on a wide range of sources; c) how to formulate policy-oriented recommendations</td>
<td>Lectures and research paper. A whole lecture will be dedicated to</td>
<td>Research Paper on a Specific UN policy (see above).</td>
<td>Research paper outline and final (see above)</td>
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<td>The bachelor has an open and academic attitude, characterized by accuracy, critical reflection and academic curiosity.</td>
<td>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.</td>
<td>Lectures, external conferences, readings and also oral presentations by peers.</td>
<td>Research paper on a Specific UN policy. Students are also requested to find newspaper cartoons on global governance challenges and explain to the rest of the students what the cartoon means, which issue is at stake and whether they thought the cartoon was effective at catching the attention of the public.</td>
<td>Feedback is given on a written and individual manner for the research paper, on a written and group manner for the group work and on an oral manner for the novels.</td>
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<td>The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs.</td>
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<td>The bachelor is able to work in a multi-cultural team.</td>
<td>By the end of the course, it is hoped that students will have a firm grasp of effective public speaking, presentation and negotiation skills, including effective teamwork.</td>
<td>Work in a group to prepare for leading the seminars and review each others' papers as a part of the ‘peer review’ work;</td>
<td>Peer review work.</td>
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<td>The bachelor recognizes the importance of life-long learning.</td>
<td>Students are encouraged to read the press, stay up to date with political and policy developments in global governance issues and to apply their theoretical learnings to current events.</td>
<td>Unannounced quizzes. Research paper. Simulation game.</td>
<td>Written feedback through grading rubric + individual oral feedback if requested.</td>
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<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>By the end of the course, it is hoped that students will have a firm grasp of a) how to carry out independent, in-depth research using a wide range of sources; b) how to structure and compose a research essay on a specific UN policy-field, based on a wide range of sources; c) how to formulate policy-oriented recommendations; d) effective public speaking, presentation and negotiation skills, including effective teamwork.</td>
<td>One session will be dedicated to study how to elaborate a research paper with policy recommendations.</td>
<td>All assignments described above.</td>
<td>Written feedback through grading rubric + individual oral feedback if requested. Feedback is given not only on the content, but also on delivery for oral assignments. Week 3 – feedback on research questions and ‘rough’ paper outline; Week 11 – feedback on research papers Week 14 – seminar leadership and participation; peer review</td>
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<td>The bachelor is able to include ethical judgments in his analysis of current problems in international affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
<td>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.</td>
<td>Lectures, readings and multimedia material are carefully selected to give different points of views and show the moral and ethical dilemmas present in global governance issues.</td>
<td>In the individual research paper, students are required to reflect on policy recommendations taking into consideration ethical dilemmas in two axes (freedom vs security, justice vs peace) and for the different actors.</td>
<td>Written feedback through grading rubric + individual oral feedback if requested.</td>
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