

# **POLITICAL SCIENCE 2104, Section 650 (Online)**

## **THE UNITED NATIONS IN THE NEW MILLENNIUM**

Department of Political Science  
The University of Western Ontario  
2011-2012

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The purpose of this course is to provide the students with sound knowledge regarding the role played by the United Nations in the international arena. Particular attention will be paid to the evolution and reforms of the United Nations Organization as well as to the current debate surrounding the role played by this organization in world affairs. The course has a threefold structure focusing on the contribution of the UN to international peace and security, human rights protection and sustainable development.

### **1. Course Objectives**

**The main objectives of the course are the following:**

1. To improve students' knowledge of the United Nations system, mandate and structure;
2. To provide students with an overview of the international issues where the UN Organization is involved;
3. To shed light on the UN mechanisms aimed at protecting human rights;
4. To highlight what are the current challenges faced by the UN in the international arena.

### **2. Course Policies**

**Deadlines:**

Two tests, which will be due:

First test: **November 7th, 2011**

(The test can be written online by accessing the WebCT course page from 8am to 12pm).

Second test: **March 5<sup>th</sup>, 2012**

(The test can be written online by accessing the WebCT course page from 8am to 12pm).

A position paper, which will be due on **March 26th, 2012**

Final exam, which will take place during the formal exam period in **April**.

### **3. Course Requirements**

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protecting your academic record, but will ensure that spaces become available for students who require the course in question for graduation. Office of the Dean. Faculty of Social Science.

The University of Western Ontario uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

#### 4. Course Resources:

##### Textbook:

Moore, J. A. and Pubantz, J. (2006). *The new United Nations: international organization in the twenty-first century*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Students have the option to purchase either a hard copy or an online version of Moore and Pubantz's textbook. Moore and Pubantz's book can be found at the UWO Bookstore.

Selected Readings. All selected readings can be found on the WebCT course page.

Further non-mandatory readings will be suggested during the course. Moreover the students are required to consult the following web sites and to read weekly the related newsletters:

United Nations ([www.un.org](http://www.un.org))

Human Rights Watch ([www.hrw.org](http://www.hrw.org))

International Center for Transitional Justice ([www.ictj.org](http://www.ictj.org))

International Crisis Group ([www.icg.org](http://www.icg.org))

Avocats Sans Frontières ([www.asf.be](http://www.asf.be))

#### 5. Units Overview

##### UNIT ONE: Challenges for the international community in the 21<sup>st</sup> century

Dates: September 12 – September 19

**Unit Objectives:** This goal of this unit is to provide an introduction to the United Nations and the field of International Relations. Attention is also paid to the current debate surrounding the concept of sovereignty.

##### Unit Readings:

The United Nations Today, United Nations Department of Public Information, 2008, pp.1-18, available at [http://unic.un.org/aroundworld/unics/common/documents/publications/untoday/UNTODAY\\_BOOK\\_eng.pdf](http://unic.un.org/aroundworld/unics/common/documents/publications/untoday/UNTODAY_BOOK_eng.pdf);

Robert H. Jackson, Sovereignty: A Changing but Persisting Idea, in Quaderni di Relazioni Internazionali - Numero 6 (December 2007), available at <http://www.ispionline.it/it/pubblicazioni.php>

Mingst, K. A. and M. P. Karns (2000). *The United Nations in the post-Cold War era* 3rd edition (pp. 1-16). Westview: Boulder.

##### Unit Discussion Question:

Introduce yourselves and talk about your hopes and expectations for this course.

## UNIT TWO: Theories of International Relations

Dates: September 20 – October 4

**Unit Objectives:** This unit provides students with substantive knowledge regarding the main theories of international relations. Through the course students will gain a critical perspective on international affairs and will develop instruments to assess the behaviour of international actors.

### Unit Readings:

Moore, Introductory Chapter;

*Kenneth N. Waltz*, Structural Realism after the Cold War, in *International Security*, Vol. 25, No. 1 (Summer 2000), pp. 5–41;

Pease, K. K. (2008). *International organizations: Perspectives on governance in the twenty-first century* 3rd edition (Chapters 3 and 4). Upper Saddle River, N.J. : Pearson Prentice Hall.

### Unit Discussion Question:

What are the most significant approaches to the field of international relations? What are the main differences between the realist and liberal-international institutionalist approaches to the study of world politics?

## UNIT THREE: Origins of the United Nations

Dates: October 5 - October 12

### **Unit Objectives:**

This unit describes the origins and the early history of the UN and helps students to understand the original context where the UN emerged.

### Unit Readings:

Moore, pp. 36-76

### Unit Discussion Question:

What are the most significant reasons why the United Nations was established?

## UNIT FOUR: History of the United Nations and its institutions

Dates: October 13 - October 27

**Unit Objectives:** The unit copes with the history of the United Nations, its institutional articulation and the debate surrounding the need for a reform.

### Unit Readings:

Moore, Chapter 3-4 (pp. 77-147)

UN document *In larger freedom: towards development, security and human rights for all*

Unit Discussion Questions:

How is the United Nations Organization structured? Does it need a reform? Why?

## UNIT FIVE: Collective security

Dates: October 28 – November 10

**Unit Objectives:** This unit explores the issue of collective security.

Unit Readings:

Moore, Chapter 5.

Kenneth Anderson, "United Nations Collective Security and the United States Security Guarantee in an Age of Rising Multipolarity: The Security Council as the Talking Shop of the Nations", *Chicago Journal of International Law* 10, 1 (2009) available at: [http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1018&context=facsch\\_lawrev](http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1018&context=facsch_lawrev).

Unit Discussion Question:

What are the main features of the UN collective security system? What are the implications of the principle of collective security for state sovereignty?

## UNIT SIX: Peacekeeping and nation building

Dates: November 11 – November 25

**Unit Objectives:** This unit introduces the students to concepts such as peacekeeping, peace-building, peace-enforcement and state-building. The goal of the unit is to give students a better understanding of the history, politics, and operational realities of peacekeeping.

Unit Readings:

Moore, Chapter 6.

The Brahimi Report, pp. 1-47, available at: [http://www.un.org/peace/reports/peace\\_operations/United Nations/Department of Peacekeeping Operations, 2008, \*United Nations Peacekeeping Operations: Principles and Guidelines \(The "Capstone Doctrine"\)\*, 12-30.](http://www.un.org/peace/reports/peace_operations/United%20Nations/Department%20of%20Peacekeeping%20Operations,2008,United%20Nations%20Peacekeeping%20Operations:%20Principles%20and%20Guidelines%20(The%20%22Capstone%20Doctrine%22),12-30)

Salman Ahmed, Paul Keating and Ugo Solinas, 2007, "Shaping the Future of UN Peace Operations: Is There a Doctrine in the House?", *Cambridge Review of International Affairs* 20 (March 2007): 11-28.

Unit Discussion Questions:

What are the possibilities and limits of peacekeeping operations nowadays?

## UNIT SEVEN: Human rights instruments

Dates: November 26 – December 7

**Unit Objectives:** The goal of the unit is to introduce the students to the notion of human rights, human rights treaties and human rights protection mechanisms.

### Unit Readings:

Moore, Chapter 7.

Universal declaration of human rights.

The United Nations Today, United Nations Department of Public Information, 2008, chapter four.

The Akayesu indictment, (available at [www.icttr.org](http://www.icttr.org), CASE NO: ICTR-96-4-I)

Rosemary Foot, "Human Rights and Counterterrorism in Global Governance: Reputation and Resistance", *Global Governance* 11 (July-Sept. 2005): 291-310

Kenneth Roth, "Getting Away with Torture", *Global Governance* 11 (July-Sept. 2005): 389-406

### Unit Discussion Question:

What are the main reasons why human rights are violated today? What can the UN/states do to address human rights violations?

## UNIT EIGHT: Humanitarian intervention

Dates: January 9 – January 23

**Unit Objectives:** The unit provides students with an understanding of humanitarian intervention, responsibility to protect and the challenges they pose for states sovereignty.

### Unit Readings:

*The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty*, International Development and Research Centre, 2001 (chapters 1, 2, 3, 4 and 6).

No Such Thing as Humanitarian Intervention: Why We Need to Rethink How to Realize the "Responsibility to Protect" in Wartime, Alex de Waal, *Harvard International Review*, March 21, 2007.

Humanitarian Imperatives are Transforming Sovereignty, Roberta Cohen, *Northwestern Journal of International Affairs*, 2008.

Rüdiger Bittner, "Humanitarian Interventions are Wrong," in Georg Meggle, ed., *The Ethics of Humanitarian Interventions* (Frankfurt: Ontos Verlag, 2004): 207-213

### Unit Discussion Questions:

Under what conditions should states or other international actors recur to humanitarian intervention to protect human rights?

## UNIT NINE: The United Nations and post-conflict justice

Dates: January 24 – February 14

**Unit Objectives:** This unit provides students with an understanding of the concept of post-conflict and transitional justice. It focuses in particular on the United Nations as an actor in the realm of transitional justice by discussing its linkage with the ad hoc international tribunals and with the ICC.

### Unit Readings:

Report of the UN Secretary-General on the Rule of Law and Transitional Justice in Conflict and Post-Conflict (S/2004/616);

International center for Transitional Justice, What is Transitional Justice? at <http://ictj.org/about/transitional-justice>. Please pay attention to the following key words: criminal prosecutions, institutional reforms, reparations, truth commissions;

Thoms, Ron & Paris, The effects of transitional justice mechanisms. A summary of empirical research findings and implications for analysts and practitioners, CIPS Working PAPERS – April 2008;

M. Cherif Bassiouni, *From Versailles to Rwanda: The Need to Establish a Permanent International Criminal Court*, 10 HARV. HUM. RTS. J. 1, 11 (1996);

Dan Saxon, Exporting Justice: Perceptions of the ICTY Among the Serbian, Croatian, and Muslim Communities in the Former Yugoslavia, *Journal of Human Rights*, 4:559–572, 2005;

Luigi Condorelli and Annalisa Ciampi, Comments on the Security Council Referral of the Situation in Darfur to the ICC, *Journal of International Criminal Justice* 3 (2005), 590-599;

Payam Akhavan, The Crime of Genocide in the ICTR Jurisprudence, *Journal of International Criminal Justice* 3 (2005), 989-1006;

### Unit Discussion Questions:

What is transitional justice (TJ) about? What are the main issues on which the debate surrounding TJ focuses? What are the difficulties in researching and analysing TJ impacts?

## UNIT TEN: International trade and sustainable development

Dates: February 15 – March 1

**Unit Objectives:** This unit explores the political, economic, and social challenges of Third World development.

### Unit Readings:

The United Nations Today, United Nations Department of Public Information, 2008, chapter three (Sustainable Development).

Moore, Chapter 8.

UN Development Program, "Overview: International Cooperation at a Crossroads" in UNDP, 2005 Human Development Report.

Unit Discussion Questions:

What is the United Nations contribution to sustainable development? Can the Millennium development goals be reached?

## UNIT ELEVEN: The UN and the protection of the environment

Dates: March 2 – March 16

**Unit Objectives:** This unit addresses the issues of modern development and its impact on the environment and quality of life; moreover it explores the way the United Nations has faced these challenges.

Unit Readings:

Moore Chapter 8

Issue Twelve in Charlton M. (ed.) (2005). *Crosscurrents: International Relations*, fourth edition (pp. 446-474). Thomson/Nelson: Toronto.

Nicole Detraz and Michele M. Betsill, "Climate Change and Environmental Security: For Whom the Discourse Shifts" *International Studies Perspectives* 10 (2009): 303–320.

Issue Fourteen in Charlton M. (ed.) (2005). *Crosscurrents: International Relations*, fourth edition (pp. 352-378). Thomson/Nelson: Toronto.

Hardin, G. (1968) The Tragedy of the Commons, *Science*, 162:1243-1248.

Unit Discussion Questions:

Will the Kyoto Protocol undermine economic growth and competitiveness in Canada?

## UNIT TWELVE: Conclusion

Dates: March 17 – April 6

**Unit Objectives:** This unit highlights the findings outlined in the previous units.

Unit Readings:

OLD QUESTIONS AND NEW CHALLENGES FOR THE U.N. SECURITY SYSTEM:  
THE ROLE OF THE SECURITY COUNCIL IN THE LIGHT OF THE CHARTER'S REFORM, DAPO AKANDE, TIM MURITHI, TARCISIO GAZZINI, NIKOLAOS TSAGOURIAS, AND ENRICO MILANO, JOURNAL OF INTERNATIONAL LAW & POLICY Vol. V.

Mingst, K. A. and M. P. Karns (2000). *The United Nations in the post-Cold War era* 2nd edition (pp. 199-221). Westview: Boulder.

Puchala, D. J. (2005). World hegemony and the United Nations. *International Studies Review* 7, 571–584.

Discussion Questions: Is a reform of the United Nations necessary? Why? What are the main challenges faced by the UN reform?

## **6. Assignment Overview**

### **Assignment One: DISCUSSION**

The discussion component of your grade will be based on the quality of your contribution to the online discussions.

Instructions for the discussion can be found on the last page of this syllabus.



### **Assignment Two: POSITION PAPER**

Length: 5 pages, including the footnotes/endnotes, but not the bibliography. Instructions regarding the position paper will be posted on the WebCT course page on October 5<sup>th</sup>.

### **Assignments Three and Four: TWO TERM TESTS**

The test will cover ALL COURSE NOTES and LECTURE READINGS.

**Format:** 50 multiple choice questions

### **Assignment Five: FINAL EXAM**

The exam will cover ALL LECTURE NOTES and LECTURE READINGS.

**Format:** 30 multiple choice questions and essay question

## **7. Grading Scheme:**

Discussion 10%

Position Paper 20%

Term Test 20% each

Final Exam 30%

## **Discussion Guidelines**

A discussion should familiarize you and your fellow classmates with the important themes and concepts from a particular section. You should assume that the rest of the class has read the articles/chapters, and build on that shared knowledge. A person who merely summarizes the readings will receive a lower grade. A person who **analyzes** and **applies** the readings will receive a higher grade.

I will be looking for three features:

*Clarity:* Does the presentation analyze the themes and concepts clearly and concisely? Is the material placed in a framework that helps me and the other students to understand the arguments of the authors?

*Creativity:* Do you present the material in a timely and interesting manner? Are the examples recent and relevant?

*Correctness:* How well did you understand the concepts and themes? Did you include the most important elements?

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

**Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

**Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

**Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

**Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

**Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

## Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> )."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

### **PLAGIARISM\***

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western**

Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.