

PSCI 3600B
International Institutions
Thursdays - 11:35am to 2:25pm
Please confirm location on Carleton Central

Instructor: James Milner
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Please use your Carleton e-mail address or the e-mail function of cuLearn to send an e-mail to the instructor or TA and always include the course code in the subject line.

First class: 7 January 2016
Last class: 7 April 2016

NOTE: No class meeting on 18 February 2016 due to Reading Week

cuLearn: On-line components of this course will be managed through cuLearn. Please visit the cuLearn site at least once a week to receive the most current information pertaining to the scheduling of the course and required readings.

Course objectives:

International institutions have come to play an increasingly important role in global politics in the last century. Arguably the most prominent of these institutions is the United Nations (UN). Established in 1945 and in the immediate aftermath of the Second World War, the UN's Charter set out the rights and obligations of Member States, and pledged to: "save succeeding generations from the scourges of war"; "reaffirm faith in fundamental human rights"; promote "respect for the obligations arising from treaties"; and "promote social progress and better standards of life in larger freedom".

A brief review of the state of the international system 70 years later, however, has led many to conclude that the UN is incapable of realizing its Charter ideals, and that the organization itself, and the very promise of global governance, is irrelevant. Indeed, challenges in peace and security, development and human rights have repeatedly underlined the challenges of global governance and the furtherance of a global common good. Given these shortcomings, do we still need the UN?

The purpose of this course is to critically engage with the notion of global governance and the functioning of international institutions through an applied consideration of the origins, development and functioning of the UN system. While the UN system engages with a broad range of global and regional issues, this course will engage with a select number of areas linked to the core objectives of the UN Charter. The course will draw on the global governance literature to provide a conceptual framework for understanding the challenge of international cooperation and the tensions between the interests of states and the ideals of a common good. Through a series of lectures, readings, discussions and presentations, this course will examine the constraints of the UN in today's international system, while considering its future role.

Course outline:

The course is divided into two sections:

Section 1 will provide a historical, conceptual and structural foundation for our study of the UN system and international institutions more generally. We will begin with a consideration of the UN's ancestors and the historical circumstances within which the UN was established. We will then consider different conceptual approaches to the study of international institutions and how these perspectives can be used to focus our examination of the UN system. The section will then delve into the murky world of the UN system to outline the complex interaction between its various elements and the challenges of management and accountability of such a system, before outlining the challenges faced by the system today. This section will conclude by considering the challenges associated with implementing global decisions in local contexts.

Section 2 will build from this background to consider five of the most prominent issues on the UN's agenda today: security, development, trade, the environment, and human rights and humanitarian action. We will examine the background and history of each issue before considering how the UN is able and unable to engage with these issues today. Each theme will then be explored in more detail through case studies presented by students on examples of the UN's efforts to promote global standards in diverse local contexts.

Requirements:

Reflection papers:	10%
Reflection paper 1 (5% - due on 21 or 28 January)	
Reflection paper 2 (5% - due between weeks 8 and 12)	
Mid-term (25 February):	30%
Individual research:	50%
Essay proposal (5% - due 11 February)	
Group presentation (15% - according to theme between weeks 8 and 12)	
Essay (30% - due 7 April)	
Participation:	10%

As per **early feedback** guidelines, the first reflection paper must be submitted on or before **28 January 2016**. Critiques will be returned to students the following week.

Late penalties: Reflection papers submitted after the start of class will receive a mark of 0%. All other assignments submitted after the due date will be penalized by 5% of the 100% assignment grade per 24 hours. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation.

Late papers must be submitted via the drop box in the Department of Political Science, as outlined below. The departmental drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

There is **no final exam** for this course. Instead, students are required to actively engage in reading, writing and participation throughout the term through four elements:

Reflection papers: Students are required to write two reflection papers over the course of the term. The first is due on or before 28 January. The second should be submitted between weeks 8 and 12 of the course **but not on the week you are giving your presentation**. Reflection papers should be 1-2 pages long, single-spaced and referenced. Reflection papers should summarise the key arguments of the readings, raise questions about the readings, and relate them to a current event in global politics. Critiques must be submitted at the start of class. These requirements will be discussed in more detail in class on 14 January.

Mid-term: Students will be required to write a 2-hour mid-term during class on **25 February**. The mid-term will cover material from the first half of the course, and will include some multiple-choice, short answer and essay answers. The structure and format of the mid-term will be discussed in class on 11 February.

Individual research: Within the first two weeks of the course, every student will identify within which of the five thematic areas of the course they would like to focus their individual research.

These areas are:

- Security
- Development
- Trade and Global Finance
- The Environment and Climate Change
- Human Rights and Humanitarian Issues

Within these thematic areas of focus, students will be required to work on a case study of a UN agency or program working in a particular context, and the factors that contributed to the ability or inability of that agency to fulfil its mandate in that context. For example, if a student is interested in peacekeeping, she may want to consider the factors that explain the ability or inability of the UN's Department of Peacekeeping Operations from fulfilling its mandate in the Eastern Democratic Republic of the Congo (DRC). If a student is interested in the question of refugees, he may examine the factors that explain the ability or inability of the United Nations High Commissioner for Refugees (UNHCR) to fulfil its mandate for Syrian refugees in Lebanon. The process of selecting a case study will be discussed in class on 28 January.

Students will then be required to submit a 2 to 4 page, single spaced, essay proposal, inclusive of a bibliography, on their selected issue at the start of class on **11 February**. Starting on **3 March**, each student will be required to contribute their case study to a group presentation in the second half of the class that examines one of the five core thematic areas of the course. Requirements of the presentations will be discussed in more detail at the start of the course. Class time will be devoted to the group aspects of the presentations.

Building from the proposal and the presentation, each student will be required to write a 12 to 15 page final essay. The paper should be double-spaced and fully referenced. The paper is due at the start of class on **7 April**.

Students should begin their research by consulting the "Further Reading" section of Jussi Hanhimäki (2008). *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press. (Required text for the course, see below)

Students are also strongly encouraged to consult: Thomas G. Weiss and Sam Daws (eds.), *The Oxford Handbook on the United Nations*, Oxford: Oxford University Press, 2007. (On reserve in the Carleton Library)

Participation: 10% of the final grade is for participation. Students are expected not only to attend class meetings, but engage in class discussion, small group discussions, and in response to the presentations in the second half of the course. To support this, students are expected to follow international news.

To this end, students may wish to subscribe to the daily news updates from the BBC (<http://news.bbc.co.uk>), Al-Jazeera English (<http://www.aljazeera.com/>) or a similar news service.

The role of Teaching Assistant (TA):

The Teaching Assistant (TA) will play an important role throughout the course. The TA will be primarily responsible for receiving and grading essay proposals and final essays, in addition to a portion of the mid-terms. The instructor will be primarily responsible for running the course, delivering the course material and facilitating class discussions, grading reflection papers, and sharing responsibility with the TA for grading a portion of the mid-terms and some of the final essays. The instructor is also available to students to discuss their ideas for their essays.

Together, the TA and the instructor form the teaching team for this course.

Readings and required texts:

Several readings for this course are available electronically through the Carleton University Library system **at no cost to the student.**

On-line journals and e-books may be accessed through the Carleton Library portal: <http://catalogue.library.carleton.ca/>

Other readings will be available through the Ares function in cuLearn.

There are, however, two required texts for this class:

Kelly-Kate Pease (2012). *International Organizations*, 5th edition, Toronto: Pearson.

Note: There are many used copies of this text in circulation, but be sure to use the 5th edition.

Jussi Hanhimäki (2008). *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press.

These books will be available for purchase from the University Bookstore and for 2-hour loan from the Reserve Collection in the Library.

Provisional outline of course topics:

Below is a **tentative** weekly breakdown of the course and core readings. Please consult cuLearn regularly for updates to this list of weekly topics and readings, in addition to information about the course.

Week 1

7 January 2016: Introduction: The challenge of international institutions and global governance

Pease, Kelly-Kate (2012). "Introduction", *International Organizations*, Toronto: Pearson: Chapter 1 (p. 1-14)

Week 2

14 January 2016: The history and evolution of international institutions

Skills session: How to write a reflection paper

Pease, Kelly-Kate (2012). "International Organizations: Nuts and Bolts", *International Organizations*, Toronto: Pearson: Chapter 2 (p. 15-42)

MacKenzie, David (2010). "The League of Nations", *A World Beyond Borders: An Introduction to the History of International Organizations*, Toronto: University of Toronto Press: Chapter 2 (p. 9-32) (available on Ares via cuLearn)

Students will be arranged into thematic groups and have their first discussion topic based on short supplementary reading (to be posted on cuLearn)

Week 3

21 January 2016: The study of international institutions and global governance

Pease, Kelly-Kate (2012). "Mainstream theories", *International Organizations*, Toronto: Pearson: Chapter 3 (p. 43-75)

Pease, Kelly-Kate (2012). "Critical Theories and Approaches", *International Organizations*, Toronto: Pearson: Chapter 4 (p. 76-110)

Discussion topic based on short supplementary reading (to be posted on cuLearn)

Week 4

28 January 2016: The case of the United Nations: Functions, structures and reform

Skills workshop: How to pick a case study and write an essay proposal

Due: Deadline for reflection paper 1

Hanhimäki, Jussi (2008). "The best hope of mankind? A brief history of the UN", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 1 (p. 8-25)

Hanhimäki, Jussi (2008). "An impossible hybrid: the structure of the United Nations", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 2 (p. 26-49)

Hanhimäki, Jussi (2008). "Reform and challenges: the future of the United Nations", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 7 (p. 135-148)

Discussion topic based on short supplementary reading (to be posted on cuLearn)

Week 5

4 February 2016: From the global to the local: The challenge of implementation

Betts, Alexander and Phil Orchard (2014). "Introduction: The Normative Institutionalization-Implementation Gap" in Alexander Betts and Phil Orchard (eds.) *Implementation and World Politics: How International Norms Change Practice*, Oxford: Oxford University Press: Chapter 1 (p. 1-28) (available on Ares via cuLearn)

Betts, Alexander (2014). "From Persecution to Deprivation: How Refugee Norms Adapt at Implementation" in Alexander Betts and Phil Orchard (eds.) *Implementation and World Politics: How International Norms Change Practice*, Oxford: Oxford University Press: Chapter 2 (p. 29-49) (available on Ares via cuLearn)

Discussion topic based on short supplementary reading (to be posted on cuLearn)

Week 6

11 February 2016: Case studies and the study of international institutions

Due: Essay proposal

Gerring, John (2004). "What is a Case Study and What is it Good For?" *American Political Science Review* 98:2 (May): p. 341-54 (available through electronic journals via the Carleton Library portal).

Milner, James (2014). "Can Global Refugee Policy Leverage Durable Solutions? Lessons from Tanzania's Naturalization of Burundian Refugees", *Journal of Refugee Studies*, Vol. 27, no. 4: p. 553-573 (available through electronic journals via the Carleton Library portal).

Time for group work on presentations

Reading Week: No class on 18 February 2016

Week 7

25 February 2016: In-class mid-term (2 hours: will start at 12h00)

Week 8

3 March 2016: Security

Pease, Kelly-Kate (2012). "Security", *International Organizations*, Toronto: Pearson: Chapter 5 (p. 111-156)

Hanhimäki, Jussi (2008). "Facing wars, confronting threats: the UN Security Council in action", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 3 (p. 50-70)

Hanhimäki, Jussi (2008). "Peacekeeping to peacebuilding", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 4 (p. 71-90)

Group presentations in second half of class

Week 9

10 March 2016: Development

Pease, Kelly-Kate (2012). "Development", *International Organizations*, Toronto: Pearson: Chapter 7 (p. 185-226)

Hanhimäki, Jussi (2008). "Economic development to human development", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 5 (p. 91-110)

Group presentations in second half of class

Week 10

17 March 2016: Trade and Global Finance

Pease, Kelly-Kate (2012). "Trade", *International Organizations*, Toronto: Pearson: Chapter 6 (p. 157-184)

Ngairé Woods, "The United States and the International Financial Institutions: Power and influence within the World Bank and IMF", in Rosemary Foote, Neil MacFarlane and Michael Mastanduno (eds.), *US Hegemony and International Organizations*, Oxford: Oxford University Press, 2003 (available as an e-book in the Carleton Library).

Group presentations in second half of class

Week 11

24 March 2016: Environment and Climate Change

Pease, Kelly-Kate (2012). "The Environment", *International Organizations*, Toronto: Pearson: Chapter 8 (p. 227-262)

Michele Betsill and Elisabeth Corell, "NGO Influence in International Environmental Negotiations: A Framework for Analysis", *Global Environmental Politics*, Vol. 1, no. 4, November 2001 (available through electronic journals).

Group presentations in second half of class

Week 12

31 March 2016: Human Rights and Humanitarian Issues

Pease, Kelly-Kate (2012). "Human Rights and Humanitarian Issues", *International Organizations*, Toronto: Pearson: Chapter 9 (p. 263-301)

Hanhimäki, Jussi (2008). "Rights and Responsibilities: human rights to human security", *The United Nations: A Very Short Introduction*, Oxford: Oxford University Press: Chapter 6 (p. 111-134)

Group presentations in second half of class

Week 13

7 April 2016: The Future of Global Governance: A career path for you?

Due: Essay

Pease, Kelly-Kate (2012). "Global Governance in 2025", *International Organizations*, Toronto: Pearson: Chapter 10 (p. 302-315)

Pease, Kelly-Kate (2012). "Finding Employment in International Organizations", *International Organizations*, Toronto: Pearson: p. 316-318

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in

order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.