

***This is a preliminary syllabus and it is subject to change by the instructor  
before the start of Fall 2018 semester***

## **INTRODUCTION TO THE UNITED NATIONS**

**Semester: Fall 2018**

**Course: 16:790:500:90**

**Format: Online**

**Instructor: Dilafruz Nazarova**

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**Online office hours: By appointment via Skype (dilafruz.nazarova) or in person.**

### **COURSE DESCRIPTION**

This course will first introduce students to the historical, theoretical and practical foundations of the United Nations and its predecessor. Students will be able to define the United Nations structure and functioning, and explain the UN's main organs and their development. After establishing foundational and structural understanding of the United Nations, this course will then discuss UN's influence as an intergovernmental organization for public policy and international norm setting in the areas of security, peacekeeping, human rights and development. The international legal underpinnings that guide the UN will be highlighted throughout the course. This course will also discuss the UN as a bureaucracy and examine current and potential structural and operational challenges that lie ahead.

Therefore, upon completing the course the students will be able to:

### **COURSE LEARNING OBJECTIVES**

*CLO 1: Understand the historical, theoretical and practical foundations of the United Nations and its predecessor, the League of Nations.*

*CLO 2: Define the United Nations structure and functioning, and differentiate between the UN main organs and their respective roles.*

*CLO 3: Evaluate UN influence as an intergovernmental organization for public policy and international norm setting in the areas of security, peacekeeping, human rights and development.*

*CLO 4: Critically analyze contemporary political events with reference to the UN.*

*CLO 5: Evaluate the UN as a bureaucracy and reflect on the structural and operational challenges that lie ahead.*

### **COURSE ASSESSMENT**

#### **Assignments (high-stakes):**

- Policy paper – 40% (outline 5%, draft 10%, peer review 10%, final paper 15%)
- Presentation – 15%

- Ongoing discussion forums – 20%

### **Activities (low-stakes):**

- Referee reports – 15%
- Blogging on current events – 10%

### **Grade scale:**

Final grades will be assigned according to the following scale:

A=90;          B+=85;          B=80;          C+=75;          C=70;          F=0 – 69

### *Preparation and Participation*

This is online course, which means all lectures, assignments and activities are done online. No physical presence on the New Brunswick or Marymount Manhattan College (MMC) campuses is required. All lessons are asynchronous (when teaching and learning is not done at the same time). Depending on the class dynamic however, synchronous lessons (when teaching and learning happens at the same time) can be considered as well.

There is no separate grade for preparation and participation in the course. However, preparation and participation will be evaluated on the basis of quantity and quality of student's online activities that include regular signing in into the course Sakai webpage and timely submission of all written assignments. Instructor is able to monitor students' activities on the course webpage as Sakai creates an electronic record of student participation in this course.

### *Referee Report (15%)*

Starting from lesson 3, students have to submit a 2-3 page (double spaced) referee reports based on the assigned readings. The idea of referee reports is to ensure that students read and understand weekly materials of the course. Each student has to write 3 referee reports. Students are free to choose what referee reports to write. Referee reports are due online on Sakai at 2 pm on the day of the lesson for which the report is written (usually Mondays). Referee report instructions as well as suggested template will be provided by the instructor separately.

### *Forum discussions (20%)*

Every week students will have to participate in forum discussions that will serve as a platform for debates, expression of views, exchange of information and sharing of knowledge. This assignment consists of two parts: (1) answering a question and (2) posting forum responses to two peers. In total, students will participate in approximately 12 forum discussions throughout the course. Instructor will post questions relevant to the lesson's topic at 11:55 pm on Mondays and students will have to respond to questions by 11:55 pm on Thursdays and comment on two other students' responses by 11:55 on Saturdays. Forum discussion instructions will be provided by the instructor separately.

### *Blogs (10%)*

Starting from lesson 2 students will also engage in additional activity that supports student awareness of current news and events, and fosters dialog among peers – blogging. This assignment includes posting a news article link relevant to the UN and provide their own comment or opinion about the piece. Blog post is due at 11:55 pm on Thursdays. In total, students will create about 9 blog posts throughout the semester.

This assignment requires that students regularly read newspapers with good domestic and international political, social and economic coverage in general, and news outlets with global politics in focus. Foreign-language newspapers are also valuable sources. Sharing what students read via Blog, can help comparing different perspectives on the same event.

#### *Presentation (15%)*

Starting from lesson 5 students will prepare and record a presentation on a topic relevant to the lesson when it is presented. List of the topics as well as presentation instructions will be discussed and provided by the instructor in a separate handout.

#### *Policy paper (40%)*

There is no final exam in this course. However, students will be required to write one 15-20 page policy paper as their final project. Students will write a policy paper in several stages – outline, policy paper draft, and policy paper final. In addition, each student will provide peer review that will also be graded. Outline of the policy paper and bibliography is due at 11:55 pm, Saturday, September 29 online on Sakai. Instructor will provide a feedback on students' outline. Policy paper draft is due on at 11:55 pm Saturday, November 3 online on Sakai. Peer reviews are due at 11:55 Saturday, November 10. Final policy paper is due at 11:55 Thursday, December 13 online on Sakai. Details will be provided in a separate handout.

Any papers turned in after the due date will be penalized 10% per day, or any part thereof. Extensions are only available under the direst of circumstances, such as a *documented* illness or debilitating injury spanning much of the time when you could have worked on the assignment. Even in these exceptional cases, you are responsible for informing the instructor ahead of time, when circumstances permit, that an assignment will be late. Unnecessary delays in notification will disqualify students for an extension.

## **SUPPORT & POLICIES**

### **Late policy**

Late assignments will be deducted 10% per day to a maximum of ten days. Assignments will not be accepted after ten days.

### **Academic Integrity Policy**

Academic integrity means, among other things that you as a student must:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be

submitted by others.

The consequences of scholastic dishonesty are very serious. If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor. Students are also advised to consult the following links that provide more information and plagiarism tutorials:

<http://academicintegrity.rutgers.edu/>  
<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>  
[http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)  
<http://academicintegrity.rutgers.edu/resources-for-students/>

## **Student Wellness Services**

### *Just In Case Web App*

<http://codu.co/cee05e> Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### *Counseling, ADAP & Psychiatric Services (CAPS)*

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/) CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### *Violence Prevention & Victim Assistance (VPVA)*

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/) The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### *Disability Services*

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/> Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

If you do not have documented disability but nevertheless struggling with studies and course requirements due to some health, family or other issues, speak to me sooner rather than later. I cannot help you if I am not aware of your problems.

### *Scarlet Listeners*

(732) 247-5555 / <http://www.scarletlisteners.com/> Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

## COURSE STRUCTURE & REQUIREMENTS

The following is a preliminary schedule of topics and readings for the course. The schedule and reading list is subject to change based on the class dynamic. The instructor will clearly announce any changes.

### **MODULE 1: History of Multilateralism and Creation of the UN (4 lessons)**

- MLO 1: Understand and identify the historical context in which multilateralism as a concept developed;*
- MLO 2: Examine how the League of Nations became imperative as an intergovernmental venue in 1920;*
- MLO 3: Identify the factors that led to the creation of the UN in 1945, after the end of the World War II;*
- MLO 4: Define institutional importance and the structure of the UN Charter;*

#### Lesson 1: Course Introduction (posted September 5)

- Forum #1 post (due Thursday, September 6, 11:55 pm)
- Forum #1 replies (due Saturday, September 8, 11:55 pm)

Readings:

- UN System Chart
- Mingst Karen, Karns Margaret & Lyon Allyn. 2017. 'The United Nations in World Politics, Ch.1 in *The United Nations in the 21<sup>st</sup> Century*, fifth edition, Westview Press, p.1-18.
- Rich, Roland. 2016. "The Three UNs at Three Score Years at Ten", *Occasional Paper Series 1, Global Futures*, Rutgers University.

#### Lesson 2: Establishment of the League of Nations (posted September 10)

- Forum #2 post (due Thursday, September 13, 11:55 pm)
- Forum #2 replies (due Saturday, September 15, 11:55 pm)
- Blog #1 post (due Thursday, September 13, 11:55 pm)

Readings:

- Eloranta Jari. 2010. "Mapping the UN – League of Nations Analogy: Are There Still Lessons to be Learned from the League", *Global Governance*, 11, 25-42.
- Grigorescu Alexandru. 2005. "Civilization and the Mandate System under the League of Nations as Origin of Trusteeship", in *Max Planck Yearbook of United Nations Law*, 9, 47-95.

#### Lesson 3: From the League of Nations to the United Nations (posted September 17)

- Lesson 3 Referee report (due Monday, September 17, 2 pm)
- Forum #3 post (due Thursday, September 20, 11:55 pm)
- Forum #3 replies (due Saturday, September 22, 11:55 pm)
- Blog #2 post (due Thursday, September 20, 11:55 pm)

#### Readings:

- Krasno Jean. 2001 “*Founding of the United Nations as Evolutionary Process*”, 1-46.
- Morris Justin. 2013. “From ‘Peace by Dictation’ to International Organization: Great Power Responsibility and the Creation of the United Nations”, *The International History Review*, 35(3), 511-533.
- Langmore John. 2015. “The Attraction of the United Nations”, *Social Alternatives*, 34(1), 45-50.

#### Lesson 4: The UN Charter: Principles and Institutions (posted September 24)

- Lesson 4 Referee report (due Monday, September 24, 2 pm)
- Blog #3 post (due Thursday, September 27, 11:55 pm)
- Policy Paper Outline (due Saturday, September 29, 11:55 pm)

#### Readings:

- Doyle Michael. “The UN Charter: A Global Constitution?”, Chapter 1 (27 pages).
- Schlesinger Stephen. “Has the UN Lived Up to Its Charter?”, Chapter 3 (16 pages).
- UN Charter and ICJ Statute.

### **MODULE 2: Collective Security and State Sovereignty (3 lessons)**

*MLO 1: Interpret the challenges of cooperation, and analyze collective security as an organizing concept;*

*MLO 2: Recognize the context in which the UN identifies the need for international intervention, including peacekeeping operations and the responsibility to protect;*

*MLO 3: Understand the tension between state sovereignty and humanitarian intervention*

*MLO 4: Discuss the UN sanctions regime and assess its effectiveness;*

#### Lesson 5: Collective Security and Peacekeeping (posted October 1)

- Lesson 5 topic Presentation (due Monday, October 1, 9 am)
- Lesson 5 Referee report (due Monday, October 1, 2 pm)
- Forum #4 post (due Thursday, October 4, 11:55 pm)
- Forum #4 replies (due Saturday, October 6, 11:55 pm)
- Blog #4 post (due Thursday, October 4, 11:55 pm)

#### Readings:

- Bennet & Oliver. 2002 “Collective Security and Its Alternatives: Theory and Practice”, Chapter 7, in *International Organizations: Principles and Issues*, 145-177
- Sarte Patrice. 2011. “*Making UN Peacekeeping More Robust: Protection the Mission, Persuading the Actors*”, NY: International Peace Institute, 1-35.

#### Lesson 6: Humanitarian Intervention and Responsibility to Protect (posted October 9)

- Lesson 6 topic Presentation (due Monday, October 8, 9 am)
- Lesson 6 Referee report (due Monday, October 9, 2 pm)
- Forum #5 post (due Thursday, October 11, 11:55 pm)

- Forum #5 replies (due Saturday, October 13, 11:55 pm)
- Blog #5 post (due Thursday, October 11, 11:55 pm)

Readings:

- Welsh Jennifer. 2004. "Authorizing Humanitarian Intervention", Chapter 11, in *The United Nations and Global Security*, 177-192.
- Mikulaschek Christoph. 2011. "The United Nations Security Council and Responsibility to Protect: Policy, Process and Practice", 20-49.
- Luck Edward. 2010. "The Responsibility to Protect: Growing Pains or Early Promise?", *Ethics and International Affairs*, 24(4), 349-365.

Lesson 7: Sanctions regimes (posted October 15)

- Lesson 7 topic Presentation (due Monday, October 15, 9 am)
- Lesson 7 Referee report (due Monday, October 15, 2 pm)
- Forum #6 post (due Thursday, October 18, 11:55 pm)
- Forum #6 replies (due Saturday, October 20, 11:55 pm)
- Blog #6 post (due Thursday, October 18, 11:55 pm)

Readings:

- Chesterman S. & Pouligny B. 2003. "Are Sanctions Meant to Work? The Politics of Creating and Implementing Sanctions Through the United Nations", *Global Governance*, 9, 503-518.
- Mach Andrew & Khan Asif. 2004. "UN Sanctions: A Glass Half Full?", Chapter 7, in *The United Nations and Global Security*, 109-121.
- Charron Andrea et al. 2015. "Introductions: United Nations and Targeted Sanctions", *International Affairs*, 91:6, 1335-1337.
- Guimelli Francesco. 2015. "Understanding the United Nations Targeted Sanctions: The Empirical Analysis", *International Affairs*, 91:6, 1351-1368

**MODULE 3: International Law, Human Rights and UN Courts (3 lessons)**

*MLO 1: Examine the role of the UN in the formation and operation of international law;*

*MLO 2: Describe the UN Human Rights system and assess its effectiveness in promotion and protection of human rights;*

*MLO 3: Evaluate ICJ as the principal judicial organ of the UN and discuss its relationship with other judicial and quasi-judicial mechanisms;*

Lesson 8: International Law and the United Nations (posted October 22)

- Lesson 8 topic Presentation (due Monday, October 22, 9 am)
- Lesson 8 Referee report (due Monday, October 22, 2 pm)
- Forum #7 post (due Thursday, October 25, 11:55 pm)
- Forum #7 replies (due Saturday, October 27, 11:55 pm)
- Blog #7 post (due Thursday, October 25, 11:55 pm)

Readings:

- Cassese Antonio. 1986. "International Law-making: Historical Evolution", Chapter 7, in *International Law in a Divided World*, 170-199.
- Alvarez. "Revisiting the Development of International Law Through the Political Organs of the UN", Chapter 3 in *International Organizations as Law-makers*, 146-183.
- Higgins Rosalyn. 2016. "United Nations at 70s Years: Impact Upon International Law", *ICLQ*, 65, 1-19.

#### Lesson 9: UN Human Rights System (posted October 29)

- Lesson 9 Referee report (due Monday, October 29, 2 pm)
- Forum #8 post (due Thursday, November 1, 11:55 pm)
- Forum #8 replies (due Saturday, November 3, 11:55 pm)
- Policy Paper Draft (due Saturday, November 3, 11:55 pm)

#### Readings:

- Mingst Karen, Karns Margaret & Lyon Allyn. 2017. Human Rights, Ch.6 in *The United Nations in the 21<sup>st</sup> Century*, fifth edition, Westview Press, p.235-290.
- Therien J-Ph. & Joly Ph. 2014. "All Human Rights for All: The United Nations and Human Rights in the Post-Cold War Era", *Human Rights Quarterly*, 36(2), 373-396.
- Mack Nathan & Johnson Stephan. 2014. "United Nations Institutions: A Critical Analysis of Their Ability to Promote and Protect International Human Rights", *NUCB JLCC*, 15(2), 5-13.

#### Lesson 10: UN Courts (posted November 5)

- Lesson 10 Referee report (due Monday, November 5, 2 pm)
- Policy Paper Peer-review (due Saturday, November 10, 11:55 pm)

#### Readings:

- Pellet Alain. 2004. "Strengthening the Role of the International Court of Justice as the Principal Judicial Organ of the United Nations", *The Law and Practice of International Courts and Tribunals*, 3, 159-180.
- Aloisi Rosa. 2013. "A Tale of Two Institutions: The United Nations Security Council and the International Criminal Court", *International Criminal Law Review*, 13, 147-168.

### **MODULE 4: Development and Comprehensive Global Policy (2 lessons)**

*MLO 1: Apply and analyze principles guiding UN developmental goals, concerns and challenges;*  
*MLO 2: Assess the role and place of the UN leadership as a global governance institution;*

#### Lesson 11: UN and Developmental Agenda (posted November 12)

- Lesson 11 topic Presentation (due Monday, November 12, 9 am)
- Lesson 11 Referee report (due Monday, November 12, 2 pm)
- Forum #9 post (due Thursday, November 15, 11:55 pm)
- Forum #9 replies (due Saturday, November 19, 11:55 pm)
- Blog #8 post (due Thursday, November 15, 11:55 pm)



Readings:

- Browne Stephen. 2015. "The Future of the UN Development Assistance", *Journal of Poverty Alleviation and International Development*, 6(2), 81-106.
- Mingst Karen, Karns Margaret & Lyon Allyn. 2017. Economic Development and Sustainability, Ch. 5 in *The United Nations in the 21<sup>st</sup> Century*, fifth edition, Westview Press, p.191-234.

Lesson 12: A Comprehensive Global Policy under the UN Leadership (posted November 19)

- Lesson 12 Referee report (due Monday, November 19, 2 pm)
- Forum #10 post (due Wednesday, November 21, 11:55 pm)

Readings:

- Thakur Ramesh. 2011. "The United Nations in Global Governance: Rebalancing Organized Multilateralism for Current and Future Challenges", UNGA 65<sup>th</sup> Session Thematic Debate, 10 pages.
- John Ruggie. 2003. "The United Nations and Globalization: Patterns and Limits of Institutional Adaptation", *Global Governance*, 9(3), 301-321.
- Bennet & Oliver. "International Administration and the Search for Leadership", Chapter 16, 412-438.
- Chesterman Simon. "Leader, Clerk, or Policy Entrepreneur? The Secretary-General in a Complex World", in *Secretary or General? The UN Secretary-General in World Politics*, 158-181.

**MODULE 5: UN Bureaucracy: Need for Reform and the Future of the UN (2 lessons)**

*MLO 1: Assess, identify and reflect on the UN as a living organism through the analysis of its organizational structure and bureaucracy;*

*MLO 2: Evaluate and generate useful assessment pertaining to the UN reform;*

*MLO 3: Determine and reflect on the challenges that lie ahead of the UN as a global institution;*

Lesson 13: The UN as a Bureaucracy (posted November 26)

- Lesson 13 topic Presentation (due Monday, November 26, 9 am)
- Lesson 13 Referee report (due Monday, November 26, 2 pm)
- Forum #11 post (due Thursday, November 29, 11:55 pm)
- Forum #11 replies (due Saturday, December 2, 11:55 pm)
- Blog #9 post (due Thursday, November 29, 11:55 pm)

Readings:

- Malloch-Brown Mark. 2015. "The UN is an Under-funded, Bureaucratic Labyrinth – and a Force for Good in the World", *The Telegraph*.
- Trettin F. et al. 2014. "Spoilers from Within: Bureaucratic Spoiling in the United Nations Peace Operations", *JIOS*, 5(1), 13-25.
- Gordon Joy. 2007. "When Unilateralism is Invisible: A Different Perspective on the Oil-for-Food Scandal", *Global Governance*, 13, 59-77.

#### Lesson 14: Reform and Future of the UN (posted December 3)

- Lesson 14 Referee report (due Monday, December 3, 11:55 pm)
- Forum #12 post (due Thursday, December 6, 11:55 pm)
- Forum #12 replies (due Saturday, December 8, 11:55 pm)
- Final Policy Paper (due Thursday, December 13, 11:55 pm)

#### Readings:

- Mingst Karen, Karns Margaret & Lyon Allyn. 2017. Is There a Future for the United Nations, Ch.8 in *The United Nations in the 21<sup>st</sup> Century*, fifth edition, Westview Press, p.335-347.
- Kennedy Paul. 2006. "The Promise and the Peril of the Twenty-first Century", Chapter 8, in *The Parliament of Man*, 243-279.