

# **POLS 286: UNITED NATIONS AND OTHER INTERNATIONAL ORGANIZATIONS**

Fall 2013

Monday/Wednesday 3:00pm – 4:15pm  
Behavioral Sciences Building (BSB), Room 319

## **INSTRUCTOR:**

Dr. Katharine M. Floros  
BSB 1170B  
phone: 312-996-8778  
email: kmfloros@uic.edu  
office hours: Wednesday, 1:00 – 3:00 pm

## **COURSE CONTENT:**

In this course students will learn about international governmental organizations (IGO/IO) and regional organizations, including the history of major organizations, what role they play in facilitating international cooperation on a variety of issue areas, the tension between sovereignty and international cooperation, and the future of international cooperation in an increasingly globalized world.

## **EVALUATION (3 cr):**

### **10% Reading/Map Quizzes**

- Students will be subject to reading or map quizzes throughout the semester. Map quizzes will be announced in advance while reading quizzes will not be. Students are expected to read the articles/chapters/book assigned for the day and will be quizzed on the content **AT THE BEGINNING OF CLASS**. Students who are late to class will not be permitted to make up the quiz. Make-up quizzes are reserved for those students who speak to the professor **IN ADVANCE** of an absence and receive permission for a make-up. Permission will only be given for absences caused by travel or absence due to the activities of a university-required event. See professor for additional details.

### **15% Theory Analysis Paper (Oct. 28-Nov. 18)**

- Students must select **two** case studies from the assigned Pease chapters (Green book). The two cases **CANNOT** be from the same topic area. Topic areas include Security, Development, and the Environment.
- In **3-5 pages**, students should analyze the case studies in light of the theories presented from the Pease chapters. The paper should be written in essay format and include a **thesis statement** in the first paragraph/introduction.
- Students should summarize each selected case.
- For each case, explain which theory is most helpful in explaining/understanding/interpreting the case and why.
  - If the student selected the same theory for both cases, explain why that theory is so strong across various issues.

- If the student selected different theories, explain why the selected theories were appropriate for one case and not the other. In this section students should assess the strengths and weaknesses of the theories to shed light on other topics.
- Students should identify which theory covered in class most conforms to how the student views the world and explain why this is the case. Personal references/anecdotes are acceptable in this section.
- Students should conclude with a restatement of the thesis statement and reiterate the main points of the essay.
- Students must include a bibliography IF they consulted sources outside of class readings.

### **35% IO Paper**

- Students will select an international organization active AFTER World War II that was not covered specifically in class (see listed IOs on syllabus, plus the UN). Students will have to describe the IO in one assignment and then analyze an action or treaty that came out of the organization in the second paper.

#### **10% IO Description (Oct. 28)**

- Students may present the following information in the form of clearly marked bullet points
  - Full name of IO and any acronym or nickname commonly used
  - Date and purpose of founding (When and why was IO created?)
  - List of members, including a differentiation between founding members and joiners. Date of admission to IO should be included.
    - Also list any observer members and/or members who have been suspended or removed, including relevant dates.
  - Requirements for members to join/decisions needed by current membership for new member to join
  - Organizational structure (administrative bodies within IO, etc.)
  - Decision-making process (voting rules, etc.)
  - How is the IO funded?
- Information should be sourced and a bibliography should accompany the description

#### **25% Final Paper (Dec. 9)**

- Paper MUST be written in essay form, including an introduction (with thesis statement), body, and conclusion. Suggested length: **5-10 pages**
- Information presented in the **IO Description** assignment should be incorporated in to this essay, most likely in the introduction.
- Students must select a major action/treaty/agreement/etc. undertaken by the IO for analysis
  - Describe the context of the action, including background, events leading up to the action, etc.
  - Explain where/when the action took place
  - Explain the process by which the decision was made, including any debate, dissensions, revisions to the plan, etc.
  - Clearly state what action was ultimately taken by the IO
  - Describe the consequences of the action/what happened

- Detail reactions/effects inside the IO
- Detail reactions/effects outside the IO
- Detail any effect on the development and/or membership of the IO
- Conclude with a restatement of the thesis statement and reiterate the main points of the essay
- Sources should be cited in the paper and a bibliography included.

**40% Exams – NOT comprehensive**

**20% Midterm (Oct. 21)**

**20% Final (Monday, Dec. 9, 8:00-10:00 AM)**

## **GRADES**

90-100: A      80-89: B      70-79: C      60-69: D      <60: F

## **GUIDELINES:**

**1. Late papers:** Late papers will be penalized 1 letter grade (10 pts.) per day including weekends and holidays, except in the case of a verified emergency or documented medical excuse. In order for the penalty for tardiness to be waived, you must contact the instructor **before** the due date. No exceptions! I WILL NOT accept papers via e-mail.

**2. Academic Integrity:** The University expects students to fulfill their academic obligations through honest and independent effort. Any of the work you do in this course is expected to be your own and according to university and class rules. Any attempt to gain an advantage not given to all students is considered dishonest whether or not it is successful. Academic dishonesty is considered a serious offense subject to strong disciplinary actions, included but are not limited to failing this course. For additional information, see the Student Code of Conduct at: <http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy%202011-12%20Final-1.pdf>

**3. Special provisions:** Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2183 (voice) or 312-413-0123 (TTY).

**4. Grade disputes:** Students must wait 24 hours after receiving a grade or graded work before approaching the professor about the grade. If a student cannot understand the comments on a paper or exam, s/he may approach the instructor for clarification; however, if the student desires to challenge the grade, all challenges must be made *in writing* to the professor more than 24 hours after the grade was received. Students must be able to explain *in writing* why the grade deserves to be adjusted. Students should submit the written grade dispute along with the original graded work to the professor. The professor reserves the right to either raise or lower the grade, based on her assessment of the material.

## REQUIRED READINGS:

- Cain, Kenneth, Heidi Postlewait and Andrew Thomson. 2006. *Emergency Sex and Other Desperate Measures: A True Story from Hell on Earth*. Miramax Press.
- Pearson. Choices custom text. GREEN.
- University Readers custom text. BLUE.

**To purchase the textbook, please follow the instructions below:**

**Step 1:** Log on to <https://students.universityreaders.com/store/>.

**Step 2:** Create an account or log in if you have an existing account to purchase.

**Step 3:** Choose the correct course pack, select a format and proceed with the checkout process.

**Step 4:** After purchasing, you can access a digital copy of the first few chapters (if you selected a print format) or all chapters (if you selected a digital format) by logging into your account and clicking "My Digital Materials" to get started on your reading right away.

## OTHER STUDENTS IN THE CLASS:

If you have any questions about assignments, deadlines, or other matters in the class, you may wish to contact other students before contacting the instructor or teaching assistant. Use the following space to collect information from other students in the class.

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(name) (phone #) (e-mail)

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(name) (phone #) (e-mail)

## READING SCHEDULE:

Week	Date	Topic	Reading	Assignments
1	Aug. 26	Course introduction		
	Aug. 28	IO Introduction/League of Nations	Green: Pease Blue: Reinalda	
2	Sept. 2	<b>No Class – Labor Day Holiday</b>		
	Sept. 4	Nuts & Bolts	Green: Pease	
3	Sept. 9	Theories I	Blackboard: Pease	
	Sept. 11	Theories II	Blackboard: Pease	
4	Sept. 16	Security	Green: Pease	
	Sept. 18	NATO	Green: Stiles Blackboard: Rasmussen	

<b>5</b>	Sept. 23	Bosnia	Green: Stiles	
	Sept. 25	AU	Blue: Tavares	<b>Africa quiz</b>
<b>6</b>	Sept. 30	Darfur	Green: Snow	
	Oct. 2	Arab League	Blue: Tavares Blackboard: Droubi & Gladstone	<b>Middle East quiz</b>
<b>7</b>	Oct. 7	Trade	Green: Snow	
	Oct. 9	EU	Green: Snow	<b>Europe quiz</b>
<b>8</b>	Oct. 14	EU		
	Oct. 16	APEC	Blue: Beeson	<b>East Asia quiz</b>
<b>9</b>	Oct. 21			<b>Exam</b>
	Oct. 23	Development	Green: Pease	
<b>10</b>	Oct. 28	OPEC	Blue: Braveboy-Wagner Blackboard: McNally & Levi	<b>IO descriptions due</b>
	Oct. 30	G20	Green: Snow	<b>Latin America quiz</b>
<b>11</b>	Nov. 4	Great Recession	Green: Stiles	
	Nov. 6	Environment	Green: Pease	
<b>12</b>	Nov. 11	Climate Change	Green: Snow	<b>Central/South Asia quiz</b>
	Nov. 13	Species and Conservation	Blue: deSombre	
<b>13</b>	Nov. 18	Human Rights	Blue: Mertus	<b>Final due date for Theory Analysis</b>
	Nov. 20	ICC	Green: Stiles	
<b>14</b>	Nov. 25	Humanitarian Relief	Blue: Mathiason	
	Nov. 27			<i>Day before Thanksgiving</i>
<b>15</b>	Dec. 2	UN biography	<i>Emergency Sex</i>	
	Dec. 4	Future		
<b>16</b>	<b>Monday, Dec. 9 8:00-10:00</b>			<b>Final Exam</b> <b>IO Final paper due</b>