GESM 130g—Seminar in Social Analysis
The United Nations In the World
Dr. Douglas Becker
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Tuesday/Thursday, 3:30-4:50
VKC 158
VKC 42A, Office Hours: T/TH 5:00-7:00 and by appointment

This course examines both the operation of the United Nations and its importance in global politics. The United Nations is not a single organization but instead is viewed as a set of institutions which we in international relations call the UN system. Its influences are many. One is the original cooperative model of great powers of the 19th Century (the Concert of Europe) to a more legal, multilateral system of cooperation enshrined in international law from the early 20th Century (the League of Nations). But unlike either of those institutions, the United Nations seeks to improve cooperation across a whole range of issues. Peace and security may be the most visible, but the UN also seeks to gather intellectual resources (what are termed epistemic communities) to work on varied issues such as economic development, environmental protection, human rights advancement, and public health. This course will examine both the processes and policy proposals of the organization as well as its actual impact on sovereign nations only nominally required to follow its dictates.

The course objectives for this seminar therefore are:
1) **Applying International Relations historical and case methods in understanding the motivations for creating the United Nations (and how its institutions, practices, norms, and principles reflect these motivations)**
2) **Examination of numerous UN historical cases as a qualitative method for analyzing the strengths and weaknesses of the organization as an institution**
3) **Explore the relationship between this supranational organization and the sovereign nations of the world. In particular, we will examine what the concept of sovereignty means within international relations. This will allow us to analyze the relationship between global governance institutions and sovereign states**
4) **Evaluate the effectiveness of UN peacekeeping missions, using a combination of case analysis and general theorizing about when UN peacekeeping is likely to be successful and what policy options have the highest rate of success**
5) **Demonstrating an understanding of the interplay between leaders and international organization, with a particular focus on how UN norms have influenced state leaders decisions. The United Nations is one of the world's leading norms entrepreneurs, both formally in organizing treaty conferences as well as informally through gathering epistemic communities and offering policy prescriptions. We will examine how often these norms actually become a part of state policy or individual leader decisions.**
6) **Further explore the effectiveness of UN diplomacy with an emphasis on the role of the Secretary-General as the leading global statesman (or potentially stateswoman, depending on the next appointment) as a means to understand the relationship between human and organizational interests and interactions**
7) **The impact of the United Nations on economic development, cooperation over environmental protection such as climate change, technical cooperation on issues such as global health, and in cultural heritage protection.**

The course will be comprehensive in examining the role of the United Nations across issue areas, and the student will emerge with a greater understand of what roles the UN carries out effectively (as well as what it is NOT intended to address—notably an actual global government).

The assignments for the class are as follows:

2 6-8 page papers	20% each
Mid-Term	25%
class participation	5%
In-Class Final	30%

As a seminar, students will prepare written essays (and will also write essay answers for both the mid-term and final.) One of these essays will address an issue of peace and security, and analyze the effectiveness of a current or historic UN peacekeeping force. The specific topic is open to the student's interest but is limited to an area that has been addressed by the UN Security Council. The second of these essays will address the role of the UN in advancing norms and international law. It may focus on any area of the UN system, from the organs of the organization to its specialized agencies. The mid-term and final are in-class and scheduled on the syllabus. They will have an objective section, which will expect students to write short answers identifying terms, individuals, historical events and developments or other related material. It will also have a more subjective essay, which will require both critical analysis of material in class and informed personal opinions. A final 5% will consist of class participation, which requires class attendance as well as thoughtful response to questions posed on the readings. We will also have a couple of Security Council simulations, which will take the form of an informal caucus rather than resolution writing or formal debate. Participation in these simulations will be included in the class participation grade.

The penalty for late work is 5 points a day. When work is turned in late, you may email me a copy only to establish when it was completed. I do not accept emailed copies of papers, but only hard copies. The only excuses accepted are University sanctioned excuses and must be documented. Also, this course will follow all of the guidelines for reasonable accommodations laid out in the University Handbook.

Grading Scale
Course final grades will be determined using the following scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Grading and Correction of Grades Excerpts for this section have been taken from the University Grading Handbook, located at

Please see the link for the course before the semester ends. All missing grades must be resolved by the instructor through the Correction of Grade Process. One calendar year is allowed to resolve a MG. If an MG is not resolved [within] one year the grade is changed to [Unofficial Withdrawal] UW and will be calculated into the grade point average a zero grade points. A grade of Incomplete (IN) "is assigned when work is not completed because of documented illness or other 'emergency' occurring after the twelfth week of the semester (or 12th week equivalency for any course scheduled for less than 15 weeks)." for more details on grading concerns. A grade of Missing Grade (MG) "should only be assigned in unique or unusual situations... for those cases in which a student does not complete work"

The dates of the simulations are:

March   8:   Simulation on Syria

April   26:   Fictional Zombie outbreak Security Council simulation

The books for the class are the following:

Jolly, Richard, Louis Emmerrij, and Thomas G. Weiss. **UN Ideas that Changed the World**.
        Indiana University Press, 2009, ISBN: 9780253221186 **Available Online via Library**
von Einsiedel, Sebastian; David M. Malone; and Bruno Stagno Ugarte, edited. **The UN Security
        Council In the 21st Century**. Lynne Rienner Press, 2016, ISBN: 9781626372597
Weiss, Thomas, David Forsythe, Roger A Coates, and Kelly-Kate Pease. **The United Nations and
        Changing World Politics**. 8th edition. ISBN: 9780813349787

Part 1:   **How does the UN foster collective security and collective action?**

August   27:   Introductions and a discussion of the UN in the world

             29:     What is the Theory that Forms the principles of Collective Security and
                     Action at the United Nations?
                     Weiss et al, Introduction, Chapter 1
                     Einsedel et al, pgs 1-54, 793-826

September   3:   The US and the UN: Ratifying the Charter
                     Stephen Schlesinger, Act of Creation: The Founding of the UN
                     pgs 227-288 **Blackboard**

Part 2:   **The Security Council in Practice**

             5:      The Early History of UN operations
                     Weiss et al, Chapter 2
                     Einsiedel, Chapter 26, pgs 529-549

10:     The UN after the Cold War: The New Promise?
        Weiss et al, Chapter 3
        Einsiedel, Chapters 27, 29, pgs 551-568, 595-613

12:     The UN after 1999: The Era of the Brahimi Report
        Brahimi Report synopsis, **Blackboard**
        Weiss et al, Chapter 4-5
        Einseidel, Chapter 32, pgs 661-680

17:     How the Permanent Members Act in the Security Council
        Einsiedel et al, Chapters 3-7, pgs 57-138

19:     Emerging Powers and the Potential for Security Council Reform
        Einsiedel et al, Chapters 9-10, pgs 139-214
        Paper #1 due

24:     The role of the Secretary-General
        Einsiedel et al, Chapers 21, 22, 24, pgs 443-474; 491-506
        Thomas Weiss, <u>Whats Wrong with the United Nations</u>, pgs 111-129
        Blackboard

Part 4:   Critical Security: Expanding the Definition of Security in Theory and Practice

26:     The United Nations and Traditional Peacekeeping
        Einsiedel, Chapters 18, 30, 36, pgs 373-392; 615-642, 749-770

October   1:   The Security Council and Elections—Cote d'Ivorie
        Einsiedel Chapters 12, 33, pgs 235-258; 681-698

3:     The UN and terrorism--Afghanistan
        Einsiedel, Chapters 14, 15, 31, pgs 277-322, 643-660

8:     The former Yugoslavia and the International Tribunals
        Einsiedel Chapters 25, 28, 37, pgs 507-526; 569-594; 771-791

10:     Working with regional organizations—Libya
        Einsedel, Chapters 19, 23, 34, pgs 393-412; 475-490; 699-716
        1st paper due

15:     Mid-term

17:     No Class, Fall Recess

22:     SIMULATION: Syria
        Einsiedel et al, Chapters 16, 35, pgs 323-348, 717-748

Part 2: **The United Nations and Norms Creation**

24: The United Nations and International Norms
Jolly et al, UN Ideas that Changed the World pgs 1-47 **Online**

29: The UN and armed humanitarian intervention—evolution of R2P?
Einsiedel, Chapters 11, 17 pgs 217-234; 349-372
Jolly pgs 163-198 **Online**

31: The UN and Economic Development: the Millennium Development
Goals to the Sustainable Development Goals
Jolly, pgs 83-117, 186-198 **Online**

Sakiko Fukudu-Parr, "Millennium Development Goals: Why they
Matter." **Global Governance**. 2004, pgs 395-402 **Blackboard**

Andrea Cornwell and Karen Brock. "What do Buzzwords Do for
Development Policy?" **Third World Quarterly**, 2005, pgs 1042-1060.
Blackboard

November 5: The UN and Sustainable Development
Jolly et al, Chapter 9, pgs 149-162 **Online**

Kamau, Chasek, and O'Connor, Transforming Multilateral Diplomacy:
The Inside Story of the Sustainable Development Goals.   Chapters 5 and
7 **Blackboard**

7: The United Nations and Human Rights
Jolly et al, pgs 51-67, **Online**
Einsedel, Chapter 13, 20 pgs 259-276, 413-439

12: Gender and Equality
Jolly, pgs 68-82 **Online**
Louise Olsson, **Gender Equality in UN operations in Timor-Leste,** pgs
143-185 **Blackboard**

14: The United Nations and Human Rights Treaties
Weiss, Chapters 6-9

19: Weapons of Mass Destruction
Heather Williams (2018) A nuclear babel: narratives around the Treaty
on the Prohibition of Nuclear Weapons, The Nonproliferation Review,
25:1-2, 51-63 **Blackboard**

John Borrie, Michael Spies & Wilfred Wan (2018) Obstacles to
understanding the emergence and significance of the treaty on the
prohibition of nuclear weapons, Global Change, Peace & Security, 30:2,
95-119 **Blackboard**

Scholar's Circle, "Treaty on the Prohibition of Nuclear Weapons" June 23 2019. (Guests Ira Helfand of ICAN and Wayne Glass) http://www.armoudian.com/scholars-circle-international-law-affected-by-human-rights-and-war-prohibition-of-nuclear-weapons-an-on-going-struggle-june-23-2019/

Part 6:   The UN and human security and prosperity

        21:      Economic Development Goals
                  Weiss et al, Chapters 10-12, conclusion
                  Jolly Chapter 8, pgs 130-148

        26:      National Interest, Education, Cultural Protection, and UNESCO
                  J. P Singh, United Nations Educational, scientific, and Cultural Organization (UNESCO) p 11-46; 67-82 **Blackboard**

                  Martha Finnemore, National Interests and International Society, pgs 34-68 **Blackboard**
                  Paper #2 due

        28:      Thanksgiving, no class

December   3:   Global Pandemics, Global Health and the WHO
                  Obiliofor Aginam, Globalization of Health Insecurity: The World Health Organization and the New International Health Regulations. Medicine and Law (2006) 25:663-672 **Blackboard**

                  Ruth Roemer Allyn Taylor and Jean Lariviera. Origins of the WHO Framework Convention on Tobacco Control American Journal of Public Health; Jun 2005 **Blackboard**

        5:       SIMULATION: Pandemics and the Security Council, or, How would the UN confront a Zombie Outbreak
                  Adam Kamrandt-Scott, Managing Global Health Security, pgs 151-179; 21-43 **Blackboard**

                  Douglas Becker and Marcelo Valenca, "Briefing on Zombie outbreak" presented at International Studies Association Annual Conference, Toronto, 2014 **Blackboard** (inspired by Max Brooks **World War Z**)

December   10:   Optional Review Session for Final

Final Exam: **Tuesday, December 17, 2-4 pm**

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
> Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
> Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
> Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
> For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
> Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
> Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
> Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Department of Public Safety – UPC: (213) 740-4321 24-hour emergency or to report a crime.
> Provides overall safety to USC community. dps.usc.edu

Academic Conduct

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or http://scampus.usc.edu). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Emergency preparedness/course continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first

register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu