



UNSW
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POLS5121

International Organisations and Global Politics

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Examines the role of international organisations in global politics. Explores the effectiveness of security arrangements at the regional and global levels. Analyses the roles of international organisations in global economic governance. Evaluates the relevance of international organisations in providing solutions to the social and humanitarian challenges facing humanity at the beginning of the 21st century.

Course Learning Outcomes

1. Identify and outline the diverse and contested structures of the international system;
2. Describe and discuss a variety of debates and approaches surrounding the role and function of international organisations in global politics;
3. Locate, evaluate, prioritise and deploy appropriate information in a sophisticated and persuasive manner;
4. Analyse, explain and critique basic and more advanced literatures relating to the theories and practices of international organisation, including a variety of concepts, theories and categories of analysis;
5. Summarise and evaluate debates, communicating your ideas with fluency and vigour, informed by an understanding of ethical issues and a self-reflexive awareness of the reasoned views of others.

Teaching Strategies

POLS5121 encourages and rewards students as independent learners who approach their studies with enthusiasm and diligence. In accordance with UNSW Learning and Teaching guidelines, as a course designed at the MA level this course is intended both to supplement existing knowledge and experience and also to develop expertise in the analysis of international organisations and global politics. The course is based on the assumption that students have an active role to play in the learning process and are active participants in the production of knowledge, whether they have prior knowledge or experience of these issues or not. Thus the course actively engages student involvement through independent reading, class participation and the preparation and presentation of written work.

The assessment modes are designed to enable students to reflect on their understanding of the subject matter and to contextualise the course content in relation to the overall degree program. This course is designed as a seminar in order to meet the identified learning outcomes and course aims.

This course requires students to submit all assessment items in order to pass the course.

Assessment

Essay

The essay consists of either:

1. an *organisational critique* of **one** of the international organisations listed below or
2. an essay on a topic and question agreed to by you and me by **28 June**

The essay must:

- Clearly and coherently outline the organisation's role in global politics
- Describe and critically analyse some of the key dilemmas faced by the organisation.
- Describe and discuss some of the key criticisms of the organisation. Importantly, here you should provide your own analysis and advance your own arguments regarding the criticisms of the organisation that have been made, including your own evaluation of how effectively the organisation has fulfilled its roles
- Deploy sufficient and relevant primary *and* secondary sources (drawn from independent research and your required and recommended readings).
- Include a complete title, detailing the full name of the organisation on which the paper is based (e.g. 'An Organisational Critique of the World Trade Organisation')

You may choose from the following organisations:

UN Organisations	Economic Organisations	Regional Organisations	Other Organisations
The United Nations Security Council	The World Bank	The European Union	International Criminal Court
The United Nations General Assembly	The International Monetary Fund	The North Atlantic Treaty Organisation	International Labour Organisation
The United Nations Environment Programme	The World Trade Organisation	The African Union	Interpol
The United Nations High Commissioner for Refugees	The Asian Development Bank	Association of South East Asian Nations	Organization of Petroleum Exporting Countries
World Health Organisation	OECD	The Arab League	World Economic Forum

Essays should demonstrate that you have engaged with the themes and issues raised in the course and that you are able to construct a persuasive and well-evidenced argument in relation to one or more of these themes or issues.

Further guidance to assist with preparing, planning and researching your essay is available on Moodle, including week-by-week further reading. You will be assessed on your ability to demonstrate research

skills (the ability to provide accurate and detailed information about your chosen organisation), on synthesis and persuasive argument (in bringing together ideas and data from several sources), on quality of presentation (including accurate referencing) and on the clarity of your writing.

You will have to make reference to further reading. References to the core texts alone will not be sufficient to pass this assessment.

To write a good essay:

- Explain in the introduction the context of the question, your basic argument/s and how the paper will proceed step by step (the structure).
- Signpost the structure throughout the paper, indicating the logical progression from paragraph to paragraph and section to section (so linking sentences at the ends of paragraphs and sections are important).
- Provide persuasive analysis of evidence in support of your argument/s.
- Ground your argument in the theoretical debates of the discipline where relevant.

Your essay must be properly referenced and accompanied by a reference list. If you are not sure about referencing conventions, please speak to me or see the *School of Social Sciences Referencing Guide*.

It is a good idea to plan and draft your research paper well in advance. You are welcome to see me during consultation hours to discuss your ideas, plan and draft. I will not, however, respond to requests for research assistance, i.e. 'I want to use 'X' as a case study, what should I read?', nor will I read full drafts of essays.

Please note: detailed feedback will only be provided if students request it. If you wish to receive detailed feedback on your assignment, please make a note at the top of the first page. Students who do not request feedback will receive a mark and a completed rubric with brief comments.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Basic requirements of all assignments:

- Must include an accurate word count
- Must include a complete and accurate reference list, cited in the Harvard style, detailing any sources you have used, summarised or cited from

- Be presented in 12 point font, with 1.5 or double spacing
- Be uploaded **as a Word Document attachment (PDF or RTF files will not be accepted)**, to the correct Turnitin box on Moodle

PENALTIES THAT WILL BE APPLIED TO YOUR WORK:

- You will **lose 3 marks** if you do not use the Harvard (in-text) system of referencing for all assessments
- You will lose **3% for every 100 words (or part thereof)** that your assignment is **over or under** the established word limit. There is an allowance of + or – 10% for assessments, e.g. if your essay is 3300 words in length, it will not be penalised. If it is 3380 words, you will lose 3%. As you have already received a 10% allowance on the word count, **even 1 word over will attract a 3% penalty**. Using the essay again as an example, if your essay is 3301 words, you will receive a 3% penalty. If it is 2654 words, you will also receive a 3% penalty for being under the word limit, and so on for every 100 words or part thereof that your assignment is over or under the word limit. **The word count includes all text in the main body of the assignment. In-text references are included.** Only the reference list or bibliography is excluded.
- Please be aware that the Faculty and School policies on late submission of assignments without an extension have changed. The penalty is now **5% for every day that the assignment is overdue**.
- You stand to **lose between 5 and 20 marks** for poor referencing and attribution of sources. There is A LOT of assistance available to you to help you learn about referencing, attribution and avoiding plagiarism. If you are not sure JUST ASK! See <https://student.unsw.edu.au/support-referencing-assignments>.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Critical reviews	15%	23/06/2019 11:59 PM	1,2,3,4
Annotated bibliography	35%	14/07/2019 11:59 PM	2,3,4
Essay	50%	11/08/2019 11:59 PM	2,3,4,5

Assessment Details

Assessment 1: Critical reviews

Start date:

Length: 750 words

Details: Students submit a 750 word critical review of a specified text. Students will receive a numerical

grade within two weeks of submission through the University's Learning Management System (LMS).

Additional details:

Critical Review

The critical review is designed to develop your note-taking, critical reading, and critical evaluation skills. Producing a short critical review of **one** selected academic article from the reading lists for **topics 1-4** will enable you to develop vital critical analysis skills that will stand you in good stead for the production of the annotated bibliography and the essay. The critical review examines the ability to write fluently and coherently with close reference to one source and to engage critically with the assumptions and arguments put forward in the article.

The critical review should consist of your reflections on **one of the required or recommended journal articles or chapters listed above for topics 1-4**. However, please note that you **are not** permitted to write the critical review on a chapter from the Karns, Mingst and Stiles text.

The critical reviews should not simply be a paraphrase of the reading. Please remember that the purpose of the critical reviews is to encourage students to critically engage with and analyse the selected reading. This means that you must do more than just describe what the reading argues or says; you must also evaluate its merits and provide your own judgements on the reading's strengths and weaknesses.

You will want to include:

- complete and accurate references to the reading under review and references to other texts wherever appropriate;
- well-developed and sophisticated coverage of key issues and themes without being overly descriptive (i.e. don't just repeat what the author says, explain how and why you think it strengthens or weakens their overall argument);
- critical engagement with the strengths and weaknesses of the reading including your own informed argument (i.e. based in the relevant literature) about the validity of the reading's conclusions or insights;
- a reference list listing the sources you have referenced, including the reading under review itself.

Note: You are expected to read widely and **draw on a range of additional sources in order to support, justify and substantiate your analysis of the selected reading**. Conducting a critical review does not mean that additional sources (e.g. other than the selected reading) should not be cited. In other words, if you reference only the reading under review, you are unlikely to attain a high mark.

The critical review will be marked out of 100 and will be worth 15% of the total marks for the course. It will be graded using a rubric showing the assessment criteria. The rubric is available on Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Annotated bibliography

Start date: Not Applicable

Length: 1500 words

Details: The aim of the annotated bibliography is to encourage students to begin thinking about the theoretical and conceptual foundations of their research essay. Students will research and identify academic sources. The word length of the annotated bibliography is 1500 words. Feedback: Written feedback using a rubric, provided within two weeks of submission through the University's Learning Management System (LMS)

Additional details:

Annotated Bibliography

The aim of this exercise is to encourage you to begin thinking about your essay and to begin engaging with the academic literature upon which you will draw in the construction of your core arguments when you write your essay.

For this assignment, you should research and identify **five** academic sources that will inform your arguments in your research paper and create a bibliography of those sources. These sources **should not** be drawn from the required or recommended readings listed above – you will need to identify five other sources not listed in this outline that you can use for your essay. **You will lose marks** if you include any of the readings listed above in your annotated bibliography.

You should then annotate the bibliography, discussing why you have chosen each source, what you hope to draw from it, how it fits with the rest of the literature with which you engage and so on.

Guidance on writing an annotated bibliography can be found on the UNSW Learning Centre website at http://www.lc.unsw.edu.au/onlib/annotated_bib.html.

Specifically, your annotated bibliography should:

- Provide the full bibliographic citation for each source discussed
- Demonstrate the quality and depth of reading that you have done

For each text:

- Indicate the content or scope
- Outline the main argument
- Identify any conclusions made by the author/s
- Discuss the relevance or usefulness of the text for your research
- State the strengths and limitations of the text
- Present your view or reaction to the text

The annotated bibliography will be graded /100 and will constitute 35% of your final grade for the course. The annotated bibliography will be graded using a rubric showing the assessment criteria. The rubric is available on Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Essay

Start date: Not Applicable

Length: 3000 words

Details: Students submit 3000 word research essay. Written feedback using a rubric, provided within two weeks of submission through the University's Learning Management System (LMS). This is the final assessment in this course.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are expected to attend 80% of lectures.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	<p>International Organisations and Global Governance</p> <p>Topic: What is global governance in contemporary world politics and how has it developed?</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • What is global governance? • Who (or what) are, or have been, the key actors in global governance? What role do international organisations play?
Week 2: 10 June - 14 June	Seminar	<p>Theories of IOs in Global Politics 1</p> <p>Topic: Realist and liberal approaches to IOs and global governance</p> <p>Question for Seminar Discussion:</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses of realist and liberal approaches?
Week 3: 17 June - 21 June	Seminar	<p>Theories of IOs in Global Politics 2</p> <p>Topic: Post-positivist approaches to global governance</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • How do various post-positivists (feminists, constructivists, poststructuralists, for example) understand the role of norms, values and institutions in global politics? • What are some of the core ideas of Marxist and neo-Marxist theorising? • Why are international organisations important to constructivist approaches to IR?
Week 4: 24 June - 28 June	Seminar	<p>The Historical Foundations of Global Governance 1</p>

		<p>Topic: Significant developments in international organisation during the 19th and early 20th centuries.</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • Historically, what key innovations in governance do we see appearing in the 19th Century? • What was the Concert of Europe? Why was it founded and what purposes did it serve? • What is the legacy of the 19th century for global governance and international organisation?
Week 5: 1 July - 5 July	Seminar	<p>The Historical Foundations of Global Governance 2</p> <p>Topic: The roles, functions and effectiveness of the League of Nations.</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • What were the main institutional features of the League of Nations? • Why didn't the US join the League? What impacts did this have on the League? • What lessons can be drawn from creation, life and ultimate failure of the League?
Week 6: 8 July - 12 July	Seminar	<p>The United Nations</p> <p>Topic: The role and importance of the UN in global politics</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • How and why is the United Nations 'the central piece of global governance'? • What are the key principles of the UN Charter? • How effective an instrument of global peacekeeping and conflict resolution are the UN's General Assembly and Security Council?
Week 7: 15 July - 19 July	Seminar	<p>Regional Organizations and The European Union</p> <p>Topic: The structure, functions and roles of the European Union</p> <p>Questions for Seminar Discussion:</p>

		<ul style="list-style-type: none"> • What are the core institutions of the EU? What are their roles and responsibilities? • How does the EU operate? • What are the key features of the EU's foreign policy?
Week 8: 22 July - 26 July	Seminar	<p>Human Rights and the ICC</p> <p>Topic: The functions and effectiveness of the ICC and international human rights regime</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • What are some of the key institutions and mechanism of the international human rights regime? What are their functions and purposes? • Why and how was the ICC formed? • How effective has the ICC been in fulfilling its mandate since its inception?
Week 9: 29 July - 2 August	Seminar	<p>The development of the post-Second World War global economic order.</p> <p>Topic: The Bretton Woods Organisations and Economic Development</p> <p>Questions for Seminar Discussion:</p> <ul style="list-style-type: none"> • What is the role and function of the Bretton Woods institutions? How do these organisations differ in scope and purpose? • How have the Bank and the Fund changed since their inauguration? • How have these organisations been criticised? • What is meant by the 'Washington Consensus' and what is its relationship with 'structural adjustment'? • To what extent does the contemporary international system of economic governance represent a 'Post-Washington Consensus'?
Week 10: 5 August - 9 August	Seminar	<p>The development of the post-Second World War global economic order.</p> <p>Topic: The roles and effectiveness of the G7 and G20 in global economic governance.</p> <p>Questions for Seminar Discussion:</p>

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| | | <ul style="list-style-type: none">• Is the G20 a legitimate policymaking institution and actor within global economic governance? Why/why not? |
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Resources

Prescribed Resources

- This course is based on Karns, Margaret P., Mingst, Karen A. and Stiles, Kendall W. (2015), *International Organizations: The Politics and Processes of Global Governance*, 3rd edition (Boulder, CO: Lynne Rienner).
- See Moodle for more details

Recommended Resources

See Moodle for details

Course Evaluation and Development

Student evaluative feedback is gathered periodically. Informal feedback and feedback specific to a particularly seminar topic will be welcomed and encouraged during the semester. Student feedback is taken seriously and continual enhancements are made to learning and teaching activities on the basis of student feedback. For example, and as a direct result of student feedback, the submission times of assessments takes into consideration the needs of students who have full time employment.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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