

February 2023						
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	1	2	3	4
5	6	7	8	9	10	11

Course assignments are not weighted.

- Home
- Announcements
- Modules
- Pages
- Assignments
- Grades
- Syllabus**
- Microsoft Teams meetings
- People
- Bookshelf@
- Academic video online
- Qualtrics Course Evaluations

Course Syllabus

Al Khawayn University, School of the Humanities and Social Sciences

INS 2302 International Organizations, Fall 2022

Instructor: Jack Kalpakian, Ph.D.

MWF 3:00 - 3:50

How to contact me:

The preferred methods are landline telephone at X-2461 and MS Teams chat text or phone. I can also be reached at J.Kalpakian@au.ma, no appointments are needed for office hours.

Email: j.kalpakian@au.ma, ext. 2461, Office: Building 7, Room 103

Office Hours: MWF 10:00 - 13:00

MS Teams and course inbox email also welcome

Course Description

This course examines how major processes interact in international relations. Students explore how economic and political forces, laws and norms, regimes, organizations, *ad hoc* arrangements, and other instruments are used to influence and guide international relations. The main actors are identified, and their roles assessed. These include States, IGOs, NGOs (non-governmental organizations), private entities, and individuals. The key issues at stake include peace and security, conflict prevention, management and post-conflict reconstruction, trade negotiations, development aid, international financial relations, environmental protection, human rights, human development, and social and humanitarian activities. The United Nations, which is at the center of global governance, will be examined at some length, and its role in dealing with these issues will be assessed.

Teaching Methodology

Given the global COVID-19 situation, this course will use a flexible flipped methodology, meaning that the student is expected to read the materials in advance. Depending upon the availability of videos by the authors or close substitutes thereof, the instructor will prepare lecture videos covering the materials. Students are to provide questions for each class, these need to be posted on the appropriate discussion area in their forum. Students are also required to engage each other by answering the questions posed by others. Each student is expected to provide a question and an answer for each assigned reading and chapter. Students will also view videos and assess the arguments presented. **All deadlines are set on Canvas.**

Intended Learning Outcomes / Assessment Method

- Be familiar with the origins of the current form of international organizations and the United Nations / engage and assess the *Repairation of injuries*, the United Nations, and the Introductory materials.
- Demonstrate understanding of Global Social Governance and the role played by International Organizations in it / complete units 2-5, engage the materials, and pass the tests.
- Critique the performance of an international organization / produce a paper assessing the effectiveness of an international organization.

Texts: Any edition will suffice

- Shazelina Abidin, "International Organizations," in Stephen McGlinchey, editor, *International Relations*, University of Minnesota Open Textbooks, 2015. Available at <https://open.umn.edu/opentextbooks/textbooks/448>
- Council on Foreign Relations, *Backgrounder: The United Nations Security Council*, 2021. Available at <https://www.cfr.org/backgrounder/un-security-council#chapter-title-0-8>
- International Court of Justice, *Repairation for Injuries Suffered in the Service of the United Nations* (summary), 1949. Available at <https://www.icj-cij.org/public/files/case-related/4/1837.pdf>
- Kerstin Martens, Dennis Niemann, and Alexandra Kaasch, editors, *International Organizations in Global Social Governance*, Palgrave Macmillan, 2021. Unrestricted access textbook provided by the authors, the University of Bremen, and the German Research Foundation. Available at: <https://link.springer.com/book/10.1007%2F978-3-030-65439-9#about>

Attendance Policy, deadlines, and administrative issues

The instructor enforces the attendance policy listed in your catalog. Please contact me should you know that you will be absent. For withdrawal deadlines and other administrative issues, consult the official academic calendar and the catalog. When AUJ and the duly relevant Moroccan authorities decide that we can return to face to face instruction, all students are expected in class save those explicitly exempted by the Dean of Student Affairs or the Vice President of Academic Affairs.

Grading Policy

4 Unit tests, each worth 10 points 40 points

Term Research Paper: 25 points

Soliya Connect Program: 10 points

Questions and Answers on the texts provided for discussion: 10 points

Video Responses: 10 points

Attendance: 5 points

Scale

A+ 4.00 97-100% B+ 3.33 87-89% C+ 2.33 77-79% D+1.33 67-69%
 A 4.00 93-96% B 3.00 83-86% C 2.00 73-76% D 1.00 60-66%
 A- 3.67 90-92% B- 2.67 80-82% C- 1.67 70-72% F 0.00 < 60%

Term Papers

The paper must assess the effectiveness of an International Organization. Please exclude NGOs and other non-governmental transnational entities from your paper topics. Term papers must be at least 2000 words long and less than 3500 words. Please observe the rules regarding plagiarism and do not turn in unquoted non-original work. We will use www.turnitin.com to verify academic honesty. All papers and reports will have to be turned into the service. Students are to submit a bibliography, or a list of works cited at the end of their term papers. All sources must be documented using the style outlined in the guide written by Teresa Pelton Johnson provided below. For this class, we use the Chicago Manual of Style as implemented by a leading journal in the field of International Studies, International Security. Here is a guide on how to use the Chicago Style.

Teresa Pelton Johnson, "Writing for International Security," *International Security*, Vol. 16, No. 2, Fall 1991, pp. 171-180. Stable URL: <http://www.jstor.org/stable/2539064>

Other reliable sources for the style include the Purdue Owl's coverage of the Chicago Manual of Style, accessible at <https://owl.english.purdue.edu/owl/resource/717/01/>

Please structure your papers as social science research papers, not free-flowing essays. This means that all papers need to be clearly sub-chaptered, with clear sections dedicated to introduction, methodology, evidence, discussion, and conclusion. Currently, AUJ is integrating turnitin.com into Canvas, and the instructor will provide you with the information about how the material will be processed when it becomes available.

Questions and Answers on texts

For each unit, the students will prepare between three and five questions, addressing their reading materials, and submit it to the discussion area on Canvas before class. Each unit will have a discussion area, with prompts. The questions will serve as the base of the interactions between the instructor and the students. Students will also select and answer the questions posed by their colleagues. Students need to answer only one set of readings questions posed by a colleague per unit. Debates are encouraged. The grading rubric for the questions is:

- Do the questions reflect the student having read the article or assignment?
- Are the questions nontrivial?
- Are the questions designed in such a way to further discussion?
- Are all the chapters and readings for the week addressed?

Like the questions, the answers submissions window is limited. It is not permanent. Students are encouraged to answer each other's questions within the unit's time of operation. Once a student's questions are answered by a colleague, there should be no second or third sets of answers unless all students' questions have been answered already. Answers should not exceed more than 200 words per question and be no less than fifty words per question. The Questions and Answers must be posted on our Canvas portal: questions are graded on the following rubric:

- Did the student engage in the question?
- Did the student provide evidence for the position she or he takes?
- Did the student rebut or address other arguments?
- Did the student do so with clear and good English?

The questions and answers are graded on a credit/no credit basis.

Video Responses

Each unit will have an associated video. Students must watch the video and critique its content in a 200-500 word response. The responses will be graded with two points each. The brief responses should include how you reacted to the video, what utility you found in the video and what were the strengths and shortcomings of the material.

Unit tests

At the end of each unit, a brief exam of ten questions will be available online. The online test will be in the form of a take home exam, and you will enter the text on Canvas. Each unit exam is worth ten points and partial credit will be awarded. There will be four of these tests and late work will not be accepted.

Soliya

Soliya program participation is required for this course. Early in the semester, students will participate in the Soliya program. Students will have the opportunity to conduct a dialogue through the Soliya program with students in the United States and the Middle East. The project involves dialogue and cooperation on projects with individual students overseas. Please check the details of the Connect program at www.soliya.net

Your Soliya grade will depend on your active participation in the program, meaning that you need to attend all the sessions that you have been assigned and to actively participate.

Academic Honesty (Derived from and using material prepared by Drs. Eric Ross and Kenza Oumili/)

Plagiarism is "stealing or passing off ideas or words of another as one's own," "using a source without crediting it," and "presenting as new and original an idea or a product derived from an existing source" (Webster's Collegiate Dictionary). Proper Sourcing is the key to valid research. When drafting research papers, you must cite the source of all the information and data you use. Without proper citing, you will get a failing grade on the paper, which will lead you to get a failing grade on the course. You will be held accountable for everything you have written. If you composed the text yourself, but derived some of the ideas from a source, you must cite it. If you gathered the data and created the arguments yourself, you need to indicate how you did so.

A source is any document from which you get information, data, statistics, figures, statements, ideas, concepts, arguments, terms, definitions, charts, graphs, maps, or pictures. Sources must be mentioned in the body of your text as soon as the data or information is used through footnotes or endnotes using the Chicago Manual of Style. Direct quotations must be marked using quotation marks (""), please do not use their French equivalents. Direct quotations longer than three lines need to be placed in block quotations, which are indented, single spaced, and footnoted or endnoted. Indirect quotations or paraphrasing must also be clearly marked using quotation marks for the directly quoted material and a footnote or endnote. Students are strongly encouraged to discuss all internet sources with the instructor beforehand. Using the available resources in terms of books, JSTOR, EBSCO, and printed journals effectively is a strong component of the final grade on the paper. There is a PowerPoint presentation at the Welcome page, please view it closely. Plagiarism will lead to an F for the class, and it will cover not only the papers, but also your test answers, discussion materials and video assessments.

Units (Modules on Canvas).

Unit 1: Introduction, the UN, the legal personality of International Organizations.

Readings:

- Shazelina Abidin, "International Organizations," in Stephen McGlinchey, editor, *International Relations*, University of Minnesota Open Textbooks, 2015. Available at <https://open.umn.edu/opentextbooks/textbooks/448>
- Council on Foreign Relations, *Backgrounder: The United Nations Security Council*, 2021. Available at <https://www.cfr.org/backgrounder/un-security-council#chapter-title-0-8>
- International Court of Justice, *Repairation for Injuries Suffered in the Service of the United Nations* (summary), 1949. Available at <https://www.icj-cij.org/public/files/case-related/4/1837.pdf>
- Niemann, Kerstin Martens, and Alexandra Kaasch, "The Architecture of Arguments in Global Social Governance: Examining Populations and Discourses of International Organizations in Social Policies Dennis Niemann, Kerstin Martens, and Alexandra Kaasch," available at https://link.springer.com/chapter/10.1007/978-3-030-65439-9_1

Video:

- Hylke Dijkstra, A Webinar on International Organizations, May 2021. Available at <https://www.youtube.com/watch?v=60sJQVlpXg>



Unit 2: Labor and Migration.

Readings:

- Ross Ferguson, *International Organizations: Involvement in Youth Unemployment as a Global Policy Field and the Global Financial Crisis*
- Friederike Römer, Jakob Henninger, Thuy Dung Le, *International Organizations and Global Labor Standards*
- Nicola Yeates, Jane Pillinger, *International Organizations, Care and Migration: The Case of Migrant Health Care Workers*
- Martin Heneghan, *International Organizations*, and the Global Social Governance of Pensions

All from Kerstin Martens, Dennis Niemann, and Alexandra Kaasch, editors, *International Organizations in Global Social Governance*, Palgrave Macmillan, 2021. Unrestricted access textbook provided by the authors, the University of Bremen, and the German Research Foundation. Available at: <https://link.springer.com/book/10.1007%2F978-3-030-65439-9#about>

Video:

- UNESCO, Launch of UNESCO Futures of Education report, November 2021, available at <https://www.youtube.com/watch?v=Bfddx9QLIEE>



Unit 3: Family and Education.

Readings:

- Anna Holzschweiter, *Governing Children's Rights in Global Social Policy—International Organizations and the Thin Line Between Child Protection and Empowerment*
- Dennis Niemann, Kerstin Martens, *Global Discourses, Regional Framings, and Individual Showcasing: Analyzing the World of Education IOs*
- Rianne Mahon, *IOs' Role in Global Social Governance: Family Policy*
- Johannes Schuster, Nina Kolleck, *Disability as a 'New' Global Social Theme: The Role of International Organizations in an Expanding Global Policy Field*

All from Kerstin Martens, Dennis Niemann, and Alexandra Kaasch, editors, *International Organizations in Global Social Governance*, Palgrave Macmillan, 2021. Unrestricted access textbook provided by the authors, the University of Bremen, and the German Research Foundation. Available at: <https://link.springer.com/book/10.1007%2F978-3-030-65439-9#about>

Course Summary:

Date	Details	Due
Wed Feb 15, 2023	Unit 1 Video Essay	due by 11:59pm
Thu Feb 16, 2023	Unit 1 Test	due by 11:59pm
Fri Feb 17, 2023	Unit 1 Discussion	due by 11:59pm
Thu Mar 16, 2023	Unit 2 Discussion	due by 11:59pm
	Unit 2 Video Essay	due by 11:59pm
Tue Apr 4, 2023	Unit 2 Test	due by 11:59pm
Thu Apr 13, 2023	Unit 3 Test	due by 11:58pm
	Unit 3 Discussion	due by 11:59pm
Fri Apr 14, 2023	Unit 3 Video Essay	due by 11:59pm
Tue May 2, 2023	Soliya	due by 11:59pm
Thu May 4, 2023	Unit 4 Test	due by 5:20pm
Fri May 5, 2023	Unit 4 Discussion	due by 11:59pm
	Term Paper	due by 11:59pm
Fri May 12, 2023	Unit 4 Video Essay	due by 11:59pm
	A and P	
	Roll Call Attendance	

From Kerstin Martens, Dennis Niemann, and Alexandra Kaasch, editors, *International Organizations in Global Social Governance*, Palgrave Macmillan, 2021. Unrestricted access textbook provided by the authors, the University of Bremen, and the German Research Foundation. Available at: <https://link.springer.com/book/10.1007%2F978-3-030-65439-9#about>