

Bowie State University
School of Arts and Sciences
Department of History & Government

Winter 2008: Course Syllabus and Schedule of Activities

Course: International Organizations (3 Credits)

Course # & Section: Govt 301-800

Class Schedule: Tues & Thurs. @ 5:00-9:00 p.m.

Location: BGS, Room 3210

Off. Hrs: MTWRF @ 9:00 a.m.-4:00 p.m./by Appointments

Instructor: Benjamin Arah, Ph.D.

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Course Description: This course is a study and analysis of international organizations and global institutions that keep order in an otherwise anarchic community of nations. This upper level, seminar-oriented and intensive study is intended to provide students with the understanding of the nature, scope, objectives, structures and functions of international organizations as global institutions, and students will begin to appreciate their relevance in contemporary international relations/politics. The functions and operations of the United Nations, and its subsidiary bodies are given great significance, in terms of its history, legal framework and processes.

Course Prerequisites: The prerequisite for this course is Govt 342 or the permission of the instructor. Students would be expected to have taken Govt 130 to be familiar with the jargon and be able to understand certain concepts used within the discipline of political science. These are in addition to students having the ability to read with maximum comprehension; write clearly and intelligibly; and develop the capacity to think creatively, critically and persuasively.

The Required Text:

Bennett, LeRoy A. (1991). *International Organizations: Principles & Issues*. NJ: Prentice-Hall.

Note: The instructor reserves the right to recommend or suggest additional readings.

Disability Policy Statement for Accommodations: Students with any form of disabilities and who wish to receive the ADA accommodation considerations should immediately express and communicate their interests to Mr. Michael S. Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is in the Business/Graduate Studies Building (Room 1328), and he can be reached at (301) 860-4062. It is also important to share such an interest or desire for accommodation with the instructor of the course.

Emerging Issues: Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of environmental crisis and its impact on the human race/condition. Students will be required to view former Vice President Al Gore's "An Inconvenient Truth" (2006) documentary and write an essay, for 10%, providing good arguments for "greening" the environment and/or reducing pollution/waste in our communities.

Instructional Modes: The methods would include these graded learning activities:

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- in-class/online participation/discussions and study group/collaborative presentations
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- written assignments (weekly short papers, online conference responses, and three in-class presentations), and
- (possible) extra-credit opportunities.

VII. The Competencies:

A) NCATE Curriculum Themes

- i) Academic Scholar: Objectives 1, 2, 3, 4, 5, 6
- ii) Effective Practitioner: Objective 1, 3, 4, 5
- iii) Technological Applications: Objective 7
- iv) Multiple Forms of Assessment: Objectives 1, 2, 6
- v) Special Population Perspectives: Objectives 4, 6
- vi) Reflective Practitioner: Objectives 1, 2, 3, 4, 5, 6, 7
- vii) Personal and Interpersonal Perspectives: Objectives 1, 3, 5

B) The Four General Education (GENED) Competency Areas:

1. Written and Oral Communications

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.

2. Scientific and Quantitative Reasoning

- a. Apply scientific methods of inquiry during investigations.

3. Critical Analysis and Reasoning

- a. Apply skills in analysis, synthesis and problem solving.
- b. Apply logical reasoning in the examination and resolution of critical global issues.

4. Information Literacy

- a. Identification of key concepts in international politics that describe the information needed.
- b. Selection of the most appropriate investigative methods for accessing needed information

Learning Objectives and the GENED Expected Outcomes

- A) Learning Objectives:** This course is designed to enable students
1. write weekly essays to demonstrate sound reasoning, critical analysis and coherence;
 2. develop summaries of position papers to the class;
 3. acquire the intellectual tools with which to begin to understand international politics;
 4. see how individuals, states and corporations serve as actors in international relations;
 5. understand and appreciate how international organizations and institutions function;
 6. and examine the history of the UN, its legal framework and political processes; and
 7. be able to use media technologies via BSU Online to access needed class materials.
- B) GENED Student Expected Learning Outcomes:** Students will be required to complete the following
1. Write an argumentative essay on an emerging issue of global warming and climate change, for 5%. The essay should employ sound reasoning and avoid informal fallacies as well as demonstrate the student's ability to deal with complex issue/ideas and provide interpretive arguments for or against climate change. Students are expected to take a position and defend it with sound reasoning [GENED I. a, b; 2 a; 3 a].
 2. Actively participate in the two Study Group collaborative presentations on the assigned reading materials, for 10% [GENED 1a, b; 3, a, b; 4, a b].
 3. Do the graded written assignments (two quizzes, mid-term examination, the final examination, the weekly conference postings, and a possible additional project for some extra-credit points) [GENED 1 a, b; 2 a; 3 a, b; 4 a, b].
 4. Be able to identify invalid, unsound, and fallacious reasoning as demonstrated by scoring a C or higher on the mid-term and final examinations [GENED 1 a, b; 2 a, 3 a, b; 4 a, b].

Performance Evaluation Criteria, Grading System & Students' Responsibilities

- a) Performance Evaluation Criteria:** Various assessment methods will be used as criteria for students' performance and grade determination as follows: a film critic of climate change, weekly online postings, in-class presentations, and two papers. Thus, the breakdown includes:

- An Essay on Emerging Issue = 10% (due on Jan. 19, 2009 as provided)
- 3 In-Class Presentations = 30% (on January 8, 15 and 22, 2009)
- Weekly Online/Bb Participation = 30%
- Two (Quality) Papers = 30% (due on January 14 and 21, 2009)
- Extra-Credit Opportunities = 10% (to be determined or announced)

Total: =110%

b) The Grading System: The attainment of the learning objectives and competencies will be measured as follows:

90+ = A
 80+ = B
 70+ = C
 60+ = D, and
 50+/-= F.

c) Part of Students Responsibilities

- i) Students are required to attend classes regularly, learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, quizzes, presentations, examinations, online conferences, and the essay paper.
- ii) Students are required to log-in and participate in the Blackboard interactive conference discussions with other students, and this is usually done asynchronously, via the Discussion Board/Blackboard. This is a time to read the materials posted on the Conference section, develop one's own written responses and/or read what other students have posted and respond accordingly/respectfully/intelligently. The instructor monitors and records attendance!

Note: Students are expected to read the assigned materials and explore the links in order to be active and make meaningful, timely contributions both in class and in the virtual classroom. Please know that these activities are promptly recorded. When posting answers, comments or responses, just type in the appropriate space and "submit." And be advised that whatever is written and posted, in the online conference forum, is public and be careful about what is said and how it is conveyed to avoid any misrepresentation or misinterpretation. Write clearly, intelligibly, responsibly, straight to the point, and nothing personal nor vulgar with the choice of both words and language. Respect the differences in people and understand that we are all in this endeavor to learn for self-improvement, and do not try to compete with anyone but to learn with others collaboratively/cooperatively as we try to share and exchange information packaged as knowledge. So let's make learning a pleasurable, fun and an enriching experience!

- iii) Every student is advised that excessive absences may result in the final grade of "F" in

the course. Students are required to enroll in the Blackboard in order to be permitted to have access to the course and participate actively. Not participating in the Blackboard conferences and other activities is a form of unexcused absence in the course. Students should be able to access Course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance roll is taken anytime students log-in and submit the required written responses, online. For the face-to-face sessions, the instructor takes attendance. Please know that missing classes (whether online or in face-to-face) for more than five times is serious and the student is putting oneself in a precarious situation.

iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, “cheating” in any aspect of the assigned course work is jeopardizing one’s academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that “plagiarism” which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.

For writing papers or responses, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

v) Students are responsible for all the graded assignments in this course, and need to make sure to submit them neatly done and as at when due without exceptions. Try to read and study the assigned materials before and after each class session, come to classes prepared and ready to learn, learn to work with other students to share and communicate information without necessarily having to cheat, and try to organize to have extra-curricular study sessions if need be.

Some Important Announcements: Information & Dates:

- Classes start on Tuesday, January 5, 2009; and ends on January 22, 2009.
- There is no formal, face-to-face, class meeting on Tuesday, January 20, 2009
- The 3 In-Class Presentations are due on January 8, 15, and 22, 2009
- The 2 “Quality” (well-researched and cited) Papers are due on January 14 and 21.

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks/Dates	Learning Modules & Objectives	Required Reading Assignments
<p>Week 1: Jan. 5-12, 2009</p>	<p><u>Module One:</u></p> <ul style="list-style-type: none"> • Introduction to Political Science • International Relations and Politics, and • International Organizations/Global Institutions • Types and Functions • Multi-National Corporations 	<p>a) Lectures in the Course Content Area</p> <p>b) Distribution of some Handouts</p> <p>c) Read Chapters One & Seven of Kay Lawson’s The Human Polity: A Comparative Introduction to Political Science (pp. 3-37 and 256-293).</p> <p>d) Explore Some of the Important Links</p>
<p>Week 2: Jan. 13-19</p>	<p><u>Module Two:</u></p> <p>The Study & Analysis of some of the International Organizations (as Global Institutions):</p> <ul style="list-style-type: none"> • The United Nations • The African Union • International Red Cross • World Trade Organization • North Atlantic Treaty Org. • Amnesty International 	<p>a) Lectures in the Course Content Area</p> <p>b) Some Handouts from the textbook</p> <p>c) Review & Explore the Important Links for Additional Reading Materials</p>
<p>Week 3: Jan. 20-23</p>	<p><u>Module Three:</u></p> <p>Further Deliberations & Summary</p>	<p>a) Lectures in the Course Content Area</p> <p>b) Some Handouts</p> <p>c) Review & Explore the Important Links for Additional Reading Materials</p>

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11. (Selected) Bibliography