



Fall 2022
Wed 1:00pm + Fri 11:30am
Nicol Hall Rm 321

COURSE DESCRIPTION

From its inception in 1945, the United Nations (UN) has pursued a core mission of maintaining international peace and security through the cooperation of the international community.

Over the past 77 years, the organization has attempted to adapt to a rapidly changing global environment, expanding greatly upon its objectives regarding human rights and humanitarianism, sustainable economic and social development, and the implementation of international law. In its relatively short life, however, the UN has been burdened with a patchwork legacy of success and failure.

This course will provide an examination of the core principles, institutions and politics of the UN and assess the impact of representation on the organization's effectiveness in achieving its mission. In highlighting the voices of underrepresented states and actors, the course endeavours to reveal the story of the UN as a struggle against the traditionally dominant powers in constructing a global order.

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LEARNING OUTCOMES

- LO1 Describe** the 3 primary objectives of the UN and their associated institutional bodies.
- LO2 Develop** a critical understanding of two major tensions associated with the socio-political and economic structures of the UN: statism versus globalism and power versus representation
- LO3 Reflect** upon your own positionality in relationship to various competing responses to the core tensions at the UN.
- LO4 Develop** skills in critical thinking, research and communication, public speaking, and collaboration in relation to global governance and policy negotiation.
- LO5 Demonstrate** skills required by LO4 through active collaboration, negotiation, and presentation as part of a simulated negotiation of a current global issue, through class discussion activities, and in the submission of a major solo writing assignment.
- LO6 Integrate** personal learning and experience with that of your peers through collaborative group work and peer assessment.
- LO7 Reflect** upon changes in your understanding of global politics and your responsibility for a sustainable world as a result of learning and simulated experiences.

2022 Simulation

Negotiating an agreement for implementing the human right to a clean, healthy, and sustainable environment.

Course Instructor



Samantha (Sam) Twietmeyer (she/her)

I BELIEVE IN THE VALUE OF LIFE-LONG LEARNING INSPIRING STUDENTS TO ACTION, WHICH INVOLVES ENCOURAGING DEVELOPMENT OF INQUIRING MINDS AND INSPIRING IN STUDENTS THE DRIVE TO APPLY WHAT THEY LEARN TO THE PURSUIT OF A BETTER COMMUNITY AND A BETTER WORLD.

CONTACT INFO

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Mackintosh-Corry Hall, Rm C311

OFFICE HOURS

By Appointment

I will be holding office meetings both in-person and remotely via zoom.

Understanding that schedules can be dynamic, I will not be holding set office hours this semester.

To schedule an appointment, please Email me directly or use the Doodle Office Hours Calendar:

<https://doodle.com/mm/samanthatwietmeyer/office-hours>

Hello!

My name is Sam Twietmeyer and I specialize in research on conflict settlement negotiations in divided societies. My PhD thesis critically analyzes the impact of a phenomenon called the double-minority dilemma on the settlement negotiations in Northern Ireland and Cyprus.

I am happy to discuss any research interests in areas of conflict resolution, international intervention, nationalism and settler colonialism, and the politics of complex negotiations.

EMAIL POLICY

I will try to respond to emails within 24-36hrs on weekdays.

Following the return of any grades there will be a 48hr email freeze on communication regarding the grade or feedback.

If you have any questions or concerns about the course, it is important to see me as soon as possible so we can appropriately address the situation.

I am happy to address any of your questions or concerns via email, provided they are not directly answered in the syllabus or onQ. However, if your email implies a very long answer, please schedule a visit with my office hours.

Class Environment

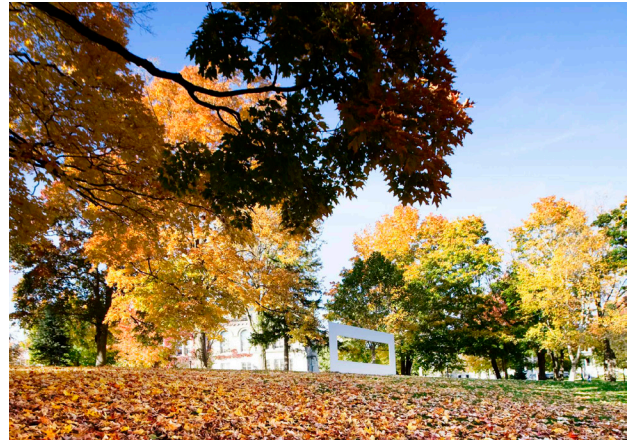
Queen's University is situated on the traditional territory of the Anishinaabe and Haudenosaunee peoples.

Acknowledgement of traditional territory gives recognition to the theft and abuse of these stolen lands and it is important that we take time to recognize also how our current activities continue to uphold the settler colonial state and therefore work against Indigenous Peoples who continue to live upon the land today.

In taking responsibility for these harms, we have been [Called to Action](#) through the [TRC Report](#) and [UNDRIP](#) to ensure that we are working towards healing these relationships which have been torn apart by genocide and ethnic cleansing through the violence of colonialism.

The values of equity and diversity are vital to our course objectives. We acknowledge that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differently advantage and disadvantage persons across a variety of social identities (race, ethnicity, disability, gender identity, sexual orientation, faith, socioeconomic status, etc.)

As part of our commitment to counteracting discrimination in this course, we as a group will adopt a class environment that recognizes and respects the equal dignity and worth of all who seek to participate and one that facilitates free, safe, and full participation for everyone.



A "Living Document"

In embracing anti-racist and decolonial pedagogies, we will emphasize group-learning over authoritative instruction. To this end, the syllabus should be seen as a living document, renegotiable to fit the needs of the whole class as they may change throughout the semester.

ACCOUNTABLE

This class should be an accountable (we hold each other accountable for mistakes and on-going learning) and inclusive learning environment for everyone.

RESPECTFUL

In being respectful of others' opinions and beliefs, as well as your own, please be mindful of your classmates' possible concerns and their individual mode and stage of their learning journey.

CONNECTED

As a discussion-based course, the class should feel connected to each other. Try to engage with classmates in discussions and work collaboratively to discuss topics and assignments.

ENGAGED

All students are expected, and encouraged, to participate in class discussions so that the class may collaboratively learn about broader issues and perspectives.

UNSETTLED

In order to challenge what is "known," this course will present a variety of issues from a multiplicity of standpoints which may challenge your own entrenched beliefs. This may be an unsettling experience.

REFLEXIVE

When your beliefs may be challenged or you face new ideas and perspectives, take a moment to consider the root of this experience. What is the potential impact of this challenge for you both as an individual and as a part of a community?

Please feel welcome to approach me about any concerns you may have regarding the conduct of discussion, topic matter, or participation.

Requirements & Assessment

10% Comprehension Check-Ins (3.33% ea) Sep 21, Oct 5, Oct 26

LO1
LO4

There are three (3) comprehension check-ins scheduled throughout the term which are designed to gauge your comprehension of concepts and materials delivered via the course lectures and readings. They will cover materials from the previous week.

Each check-in will consist of a mix of Multiple Choice, True or False, and similar questions and a short reflection component. You will have 12 hours within which to complete the check-in through onQ and each will have a time-limit of 20 minutes.

The onQ Quizzes will be available for 12 hours on Wednesdays: Sep 21, Oct 5 & 19.

25% Mid-Term Exam Nov 16

LO1
LO2
LO3

This will be a closed-book, non-proctored, take-home exam consisting of a short-essay section and a major essay section.

The Mid-Term will be accessible on onQ for 12 hours on November 16th. Once you have accessed the exam, you will have two (2) hours to complete and submit your exam. The exam is designed to be completed in 1.5 hours.

The exam primarily assesses the students' grasp of the theoretical and historical underpinnings of the United Nations as an organisation, crises facing the United Nations in the 21st century across the three fields of peace and security, human rights, and sustainability, and the tensions of statism vs globalism and power vs representation.

Students are welcome to complete the exam in-person on November 16th. If you need accommodations please contact me as soon as possible.

25% Final Written Assignment DUE: Fri Dec 9

LO2
LO3
LO5
LO7

Papers should be a maximum of 2,500 words all-inclusive (title, citations, footnotes, works cited, etc.). APA or Chicago Author-Date citation style is preferred.

Presentation through a logical, coherent structure, evidence of research and proper citation are key elements of a complete assignment. This is a short writing assignment, brevity (the use of concise and assertive language) is your friend!

Option A: Critical Policy Brief

Select from a list of contemporary challenges facing the United Nations. You are expected to provide 1) an overview of the current state of the policy issue and relevant UN institutions, 2) a critical evaluation of current policies, and 3) initial findings and recommendations.

Option B: Simulation Reflection

Present on lessons from the simulation about the operations of the UN. You are expected to provide 1) a critical analysis of two or more issues arising from the simulation, 2) clear ties between your observations and class content, and 3) initial findings and recommendations.

Final papers are due on Friday December 9th with an automatic submission window of 10 days to Monday December 19th.

Requirements & Assessment

40% ECOSOC Simulation Components

10% Country Overview

Oct 21

LO5
LO6

Each country team will be required to prepare a country overview that details their country's relationship to the simulation topic for the rest of the participants.

Each overview should introduce the country's historical relationship to healthy environment issues, its relevant vote history, if any, and any other pertinent information. The task is creative. Teams may build an infographic, record a video, present a power-point, write a fact sheet or short paper, etc.

15% Position Paper & Presentation

Nov 11

LO4
LO5
LO6

Each country team will propose actionable recommendations to their ECOSOC Regional Commission to then be negotiated by the plenary.

The position paper takes the form of five (5) independent resolution clauses and associated preliminary or "whereas" clauses which demonstrate reasoning and connection to relevant UN resolutions and SDGs. A worksheet with instructions about format and language will be provided.

Position Papers will be presented to the Regional Economic Commissions on November 11th. A second and final version may be submitted on November 18th.

12% Participation

Nov 11, Nov 18-Dec 2

LO2
LO5
LO6

While active class participation is encouraged throughout the course, this grade applies to simulation-related activities on formal simulation days.

Attendance: For each formal simulation day, attendance will be taken. Students are required to participate in more than 50% of the simulation and complete debriefs and peer review to receive a passing participation grade.

Participation: Participation will be further evaluated for preparation, team collaboration, verbal contributions, and for active, courteous listening.

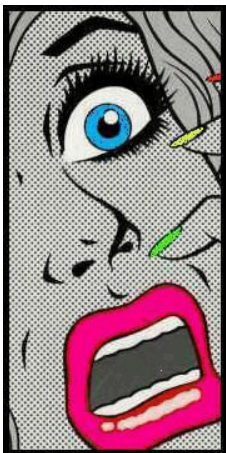
3% Peer Review + Daily Debriefs

Nov 18-Dec 5

LO6
LO7

The 5-10min onQ survey debriefs are ungraded components of participation.

The 20min onQ peer evaluation provides opportunity for self-assessment and reflection as well as peer-assessment and group evaluation. It is graded pass/fail.



Glossophobia? (fear of public speaking)

Fear and anxiety around class participation is very common, try to remember...

"If everything was perfect, you would never learn and you would never grow." -BEYONCÉ

"Until you're ready to look foolish, you'll never have the possibility of being great." - CHER

"You don't have to believe everything you think." - ERYKAH BADU

University & Course Policies

SUBMISSION POLICY

All assignments will be submitted electronically via the onQ Assessments service.

Per Universal Design principles, all assignments will be allowed a **72hr submission window** to account for possible disruptions in being able to complete the assignment on time. This window is extended by 7 days for the final paper. To assure fairness to all students, this submission policy will be strictly enforced. Extensions will be granted by my discretion.

For **simulation group-work**, though submission of the graded assignment component can be extended 72hrs, an in-class presentation required on the scheduled submission day.

All written submissions should have titles, identifying student information, and page numbers. Where appropriate, all sources should be cited correctly and consistently using a preferred style of: [Chicago Author-Date](#), [Chicago Footnote](#), or [APA in-text](#).

In return for student adherence to the submission policy, I will ensure assignments are graded and returned within 14 days of the deadline.

ACCOMMODATIONS AND ACCESSIBILITY

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including deadlines, please visit the [QSAS website](#).

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Course materials can be made available with appropriate communication supports upon request.

EXTENUATING CIRCUMSTANCES

In an effort to support students' needs as they arise, Queen's offers consideration for extenuating circumstances. This is not to be confused with QSAS accommodations. Academic Consideration is meant to help you manage a short-term extenuating circumstance that is beyond your control and could affect your academics. This might be a sudden physical or mental illness, a serious injury or required treatment, bereavement, or a traumatic event.

For more information, or to apply for consideration, please visit the [ArtSci website](#).

Universal Design - The built-in 72hr universal design submission window does not mean your deadline is three days later, this means that a 72hr request would traditionally be made on the deadline but instead, you can simply take the extension no questions asked.

COPYRIGHT OF COURSE MATERIALS

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University & Course Policies

GRADING METHOD

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale, then the final average is converted to a final letter grade according to Queen's Official Grade Conversion Scale.

Students are advised that incomplete standing will be granted only with the permission of the chair of undergraduate studies. Applications for "Incomplete" standing must be made in the first instance to the instructor. The simple fact of non-submission of work does not constitute an application and will result in a grade of zero for that assignment.

Students who feel that there are reasons to have their grades reviewed should refer to the Faculty of Arts & Science's [Regulation 11, "Review of Grades and Examinations"](#).

Queen's Grade Conversion Scale			POLS 366 Descriptive Scale
Numerical Course Average (Range)	Grade	Numerical value	
90-100	A+	93	Exemplary on all indicators
85-89	A	87	Accomplished, little room for improvement
80-84	A-	82	Accomplished, room for improvement
77-79	B+	78	Exceeds expectations
73-76	B	75	Meets expectations
70-72	B-	72	Complete, with minor errors
67-69	C+	68	Minimally acceptable on most indicators
63-66	C	65	
60-62	C-	62	
57-59	D+	58	Poor on most indicators
53-56	D	55	
50-52	D-	52	
49 and below	F	0	Unacceptable on most indicators

ACADEMIC INTEGRITY

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the Arts and Science [website](#), and from the instructor of this course. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning to the loss of grades to failure of a course to a requirement to withdraw from the university. [Information on avoiding departures of integrity.](#)

TURNITIN

This course uses the third-party application, Turnitin. As students submit assignments through onQ, they are also submitted to Turnitin. Students' work will then be included as source documents in the Turnitin reference database, where they will be used solely to detect plagiarism. Turnitin compares submitted files and produces a similarity score - a percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to select the authenticity of work as a part of a larger process. Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#).

Course Outline

Week	Topic and Readings	Weekly Tasks
Week 1	Introduction & Theoretical and Historical Roots of Global Governance	
Sep 7	Hanhimäki (2008) "We the Peoples..." Weiss (2015) "The United Nations..."	<input type="checkbox"/> Syllabus activity
Sep 9	Karns et. al. (2015) "Theoretical Foundations..."	
Week 2	Structure of UN and Key Actors - UNSCR 1325	
Sep 14	Mingst et. al. (2022) "Actors in the UN System..." Falcón (2016) "UN Citizenship..."	<input type="checkbox"/> UNSCR 1325 Policy Brief Activity
Sep 16	UNSC (2000) "Women, Peace, and Security" Hudson (2013) "UNSCR 1325: challenges..."	
Week 3	Collective Security & Peacekeeping - War in Ukraine	
Sep 21	Sarooshi (2000) "The UN Collective Security System..." Seaman (2014) "The Impact of Global Governance..."	<input type="checkbox"/> Comprehension Check 1 <input type="checkbox"/> Country Preferences
Sep 23	UN (2022) "Security Council Fails to Adopt..." Bosco (2009) "Five to Rule Them All..."	<input type="checkbox"/> Ukraine Security Council Activity
Week 4	Decolonizing UN Peacekeeping	
Sep 28	Cunliffe (2015) "Still the Spectre at the Feast..." Pingeot (2020) "International Peacebuilding..."	<input type="checkbox"/> Optional: Orange shirt day UNDRIP teach-in
Sep 30	Class Cancelled: National Day for Reconciliation	
Week 5	Human Dignity to Human Rights & International Norms	
Oct 5	Baer (1999) "Introduction" Mertus (2009) "Guide to New UN HR Practice..." Kabasakal Arat (2006) "Forging a Global Culture..."	<input type="checkbox"/> Comprehension Check 2 <input type="checkbox"/> Country Team Human Rights Activity
Oct 7	UNGA (1948) UN Declaration of Human Rights Donnelly (2007) "Relative Universality of HR..."	
Oct 11-15 FALL BREAK		
Week 6	Legislating Human Rights & Migration Crisis	
Oct 19	Simmons & Danner (2010) "Credible Commitments..." Helal (2015) "Tragedy of Collective Security..."	<input type="checkbox"/> Regional Commissions Migration Activity
Oct 21	UNGA (2018) "Global Compact for Migration..." Guild et. al. (2019) "From Zero to Hero?..."	<input type="checkbox"/> Country Overview DUE

Course Outline

Week	Topic and Readings	Tasks
Week 7	Global Econ Management & Sustainable Devel.	
Oct 26	Cohn (2012) "Managing the Global Economy..." Garavini & Nybakke (2012) "The Third World..."	<input type="checkbox"/> Comprehension Check 3
Oct 28	Soederberg (2005) "Recasting Neoliberal Dom..." Mawdsley (2018) "From Billions to Trillions..."	<input type="checkbox"/> SDGs Activity
Week 8	Diversity and Participation	
Nov 2	Levi (2009) "Copenhagen's Inconvenient Truth..." Zhang & Zhang (2022) "Thirty Years with CDR..."	<input type="checkbox"/> Regional Committees COP 27 Activity
Nov 4	Cop 27 Agenda (2022) Paris Agreement (2015)	
Week 9	Where Now for the UN + Exam Review	
Nov 9	Weiss (2017) "Learning from Change..."	<input type="checkbox"/> Position Papers DUE <input type="checkbox"/> Simulation Day 1
Nov 11	Simulation: Present Position Papers	<input type="checkbox"/> Regional Commissions Presentations

Lectures End -- > Mid-Term / Simulation

Week 10	Mid-Term Exam + Intro to Negotiations	
Nov 16	Mid-Term Exam	<input type="checkbox"/> Mid-Term
Nov 18	Simulation: Introduction to Negotiations Activities	<input type="checkbox"/> Simulation Day 2
Week 11	Simulation: ECOSOC Plenary Negotiations	
Nov 23	Simulation: Establish agreements to combine & reduce clauses and shore up support for your agenda	<input type="checkbox"/> Simulation Day 3+4
Nov 25	...	<input type="checkbox"/> Simulation Debriefs 1&2
Week 12	Simulation Negotiations + Conclusions	
Nov 30	Simulation: Finalize clauses and resolution content & vote on final document	<input type="checkbox"/> Simulation Day 5+5.5
Dec 2	Debrief and Final Class (possible final vote)	<input type="checkbox"/> Simulation Debrief 3
Week 13	Simulation Peer Review Due + Final Papers	
Dec 5	Peer Reviews Due Monday Dec 5th	<input type="checkbox"/> Peer Review DUE
Dec 9	Final Papers Due Friday Dec 9th (Mon Dec 19th)	<input type="checkbox"/> Final Papers DUE

ECOSOC SIMULATION GUIDANCE

SIMULATION AGENDA

Week 3-Week 10 Pre-Simulation Deadlines

Sep 19: Country Preferences DUE
Oct 14: Country Overviews DUE
Nov 11: Position Papers Presentations
Nov 18: Position Papers Final Deadline*

Week 10 - Week 12

DAY 1: Friday Nov 18

Introduction to Negotiations

Negotiation skills activities and introduction to the simulation

DAY 2: Wednesday Nov 23

ECOSOC Plenary Negotiations

Regional presentation of resolution clauses and Q&A (15mins each).

Begin negotiations (if time allows).

Day 3: Friday Nov 25

ECOSOC Plenary Negotiations

Addressing similar clauses to coordinate priorities and dealing with particularly divisive clauses.

Day 4: Wednesday Nov 30

ECOSOC Plenary Negotiations

Finalize votes and amendments for remaining clauses.

Day 5: Friday Dec 1

FINAL VOTE

ECOSOC Vote on final Plan of Action

Debrief

SIMULATION TOPIC

Negotiating an
ECOSOC Plan of Action
for implementing the
**Human Right to a Human
Right to a Clean, Healthy, and
Sustainable Environment**

REGIONAL ECON COMMISSIONS

ECA - Economic Commission for Africa

ECE - Economic Commission for Europe

ECLAC - Economic Commission for Latin America and the Caribbean

ESCAP - Economic and Social Commission for Asia and the Pacific

ESCWA - Economic and Social Commission for Western Asia

SIMULATION GOALS

- 1) The core objective of the simulation is to get a majority vote (including all P5 members) to pass the Programme of Action at ECOSOC.
- 2) A secondary objective in the simulation is to include innovative action items which are not currently addressed by existing UN architecture.

Remember! Post-Simulation Deadlines

Dec 4: Peer Assessments Due

Dec 9-19: Final Writing Assignment Option:
Critical Simulation Reflection