

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

Winter 2021: Course Syllabus and Schedule of Activities (January 4-22, 2021)

Course: International Organizations (3 Credits)

Course # & Section: Govt 301-555-1119

Class Schedule: Fully or Completely Online (24/7)

Location: Virtual Environment via BSU Blackboard

Office Hours: Monday, Wednesday & Friday @ 10:00 a.m.-12:00 p.m./by Appointments

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Course Description: This course is a study of global institutions that keep order in an otherwise anarchic community of nations. The functions and operations of the United Nations and its subsidiary bodies are given great significance.

This upper level, seminar-oriented and intensive study of international organizations 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 UN and African Union (AU) and their subsidiary bodies, will be the central focus with respect to their unique evolution and principles, legal framework and processes.

Course Prerequisites: The prerequisite for this course is Govt 342 or the permission of the instructor. Students should have taken Govt 130 to be familiar with the basic jargon and be able to understand certain concepts used within the discipline of political science. In addition, students must have the ability to read texts with maximum comprehension; write clearly and intelligibly; and think creatively, critically and persuasively.

Mode of Delivery: This is a fully or completely an “asynchronous online course.” What is an “online course or learning”? This means that the course is intentionally designed and developed to be “electronically delivered” in the online or virtual learning environment with the mediation of selected media technologies. An online course or learning is a type of student-centered distance education (both teaching and learning) where the instructor presents or posts the required course content in the virtual learning environment for the students to access.

Read and use 24/7. With online learning, students tend to have flexible access to the required reading materials, the opportunity to do and submit their written assignments, interact with their peers and the instructor of record with the meaningful use of certain media technologies (as computer, internet, cell or mobile phone, the e-mail, Zoom via the BSU Blackboard, etc.). In a completely online, distance learning, there may not be an opportunity for real-time synchronous communication and physical contact as both the instructor and students are geographically dispersed or separated in both space and time. It is important to be aware that the instructor and

students may interact and communicate the course information, asynchronously (which is not in-real time). Thus, teaching and learning, in this case, will be done in the virtual environment and electronically in ways that will enable the students to access the course instructions and reading materials as well as engage in the in-class student-student interactive communication and do all the required (graded) assignments 24/7. To excel in courses like this, it is important that all the students develop healthy study habits and manage their time effectively with attention of the deadlines for all the graded assignments.

If students go to the BSU website, via Academic Computing & Online Course Support (under “Online/Hybrid Classes”), they will be delighted to learn/know that the institution offers “distance education” courses and/or programs. This course is not the hybrid course or blended learning. It is a fully or completely an online course or electronic learning is a unique mode of delivering education (the course content and instructions) to students who are not physically present in the traditional setting where there is a wall or brick classroom. There are normally two types of this mode of course delivery: fully or completely online course & learning, and the hybrid or blended course/learning, with the mediation of certain media technologies (computer, internet, e-mail addresses, phones, the Blackboard, and others). It is important to note clearly that this course is a fully or completely an online version (and not the hybrid or blended format!).

In a fully or completely online course and learning or an e-learning (an aspect of distance education), the course content and instructions delivered exclusively at a distance with the integration or mediation of certain media technologies, with/without any face-to-face physical contacts and interactions. Everything is or would be done in the virtual learning environment, electronically; and both the instructor and the students engage in various interactive information communication (synchronously or asynchronously, or both). The instructor reserves the right to require that students come to the campus for orientation, proctored tests or examinations, and/or academic support-services (if necessary).

Since this course is a fully/completely an online learning, communication is important and both students and the instructor should endeavor to share information and respond to inquiries as at when due to minimize any need for face-to-face contacts or interactions. For this reason, I would suggest that students make every necessary effort to go through the items on the Course Menu to learn and know where things are, what to do in terms of how and where to find and submit completed assignments, be aware of the important deadlines for assignments, and so on. This is an intellectual journey, and it is a unique kind of journey that begins with students accessing and reading the course Syllabus (early or on time) in order to familiarize themselves with its content, have a clear idea and understanding of the course expectations and their responsibilities, and know what to do to excel in the course. As part of an online learning experience, I always like to challenge students to own their education with the knowledge that “education (teaching/learning) is a shared responsibility” in the humble manner of give-and-take!

With an online course or learning, the instructor delivers course content and instructions in the virtual learning environment, and students have many opportunities and flexible hours to access the required reading materials, participate in the weekly forum, and submit the written

assignments using the appropriate media technologies (computer, cell phone, the internet, e-mail, the Blackboard). With fully or completely online learning, there may be no physical contacts and face2face interactions, because students and the instructors are geographically dispersed or separated in space and time but only meet and interact purposefully as well as communicate asynchronously. Under this circumstance, both teaching and learning will be done electronically (via the internet and on the BSU Blackboard) with little or no face-to-face contacts. If students have questions, please feel free to contact the instructor via his e-mail address and they are encouraged to read the course syllabus before any other course learning activities to familiarize themselves with what has to be done in order to excel in the course.

To get started, please go to the BSU Blackboard, take the time to go through some of the items on the Course Menu to learn about their contents and spend some time in the virtual learning environment to learn to find certain information and materials, for “practice makes permanent.” On the left side of this course website, students will find the Course Menu that contains the functional components arranged in this specific order as follows:

- START HERE, FIRST!
- ANNOUNCEMENTS
- COURSE SYLLABUS & OTHER INFORMATION
- MODULES & MATERIALS
- INTERACTIVE FORUM
- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- ZOOM MEETING-LINK
- EXTRA-CREDITS TASKS
- ADDITIONAL RESOURCES
- VIEW MY GRADES
- HELPDESK & THE Bb
- MISCELLANEOUS

Students should click on these links (above on the BSU Blackboard Menu) to find what is in Them. The **Orientation** information for students can be found on the items on the top-right side of the course site via the Blackboard. To start, please click on “START HERE, FIRST!

Reading Materials (Students do not need to buy books, because we will use open source)

Archer, Clive. (2015). *International Organizations* (4th ed.). NY: Routledge

Taylor, Paul. (2003). *International Organization in the Age of Globalization*. NY: Continuum.

Bennett, LeRoy A & James K. Oliver (Eds.). (2002). *International Organizations: Principles & Issues*. NJ: Prentice-Hall.

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

Disability Policy Statement for Accommodations: Students with any form of disabilities and wish to receive the ADA accommodation considerations should contact Dr. Michael Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is in the Basement Floor of Thurgood Marshall Library (Room 079), and his phone is (301) 860-4062. It is important to share such an interest or desire for accommodation with the instructor.

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

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- online weekly interactive participation/discussions and groups' collaborative presentations
- providing interpretive analysis of materials/information watching relevant or appropriate CD/Video and selected youtube sites
- written assignments (weekly short papers, online conference responses, and three in-class power point presentations), and
- extra-credit opportunities.

Learning Objectives: This course is designed to enable students

1. develop a comprehensive understanding of the role and activities of international organizations
2. have a good grasp of the history and evolution of the United Nations and African Union as both models of international organizations in the 21st century
3. take a critical look at the structures and principles of the United Nations and African Union, and their specialized institutions and global outreach; and
4. assess their successes and/or failures in contributing to international security, peace and development as political actors on the global stage.

Student Expected Learning Outcomes: Students will be required to complete the following

1. Write three argumentative essays (with proper citations and no less than 7 pages) for 30% (10% each). 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 logical, critical and sound reasoning
2. Actively participate in the weekly online forums by providing thoughtful and reflective responses with adequate citations for 30% (10% per week)

3. Complete and submit all the graded written assignments (the weekly discussions, group power points presentations, three argumentative short papers, and a film critique) for 100%; and also
4. Be able to successfully complete the course by scoring a C or higher.

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, weekly online postings, in-class study group presentations, and two papers. Thus, the breakdown includes:

- 3 In-Class, Study Group Presentations = 30% (on January 9, 15 and 20)
- Weekly Online-Interactive Forum = 30% (Mon-Fri for 10% per week)
- 3 Quality, Argumentative, Researched Papers = 30% (due on Jan 7, 13 & 18)
- Final Project = 10% (due on January 22, 2021)

Total: = 100%

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 (logging in, completing and submitting their written assignments as at when due, posting their responses and responding to other students’ comments, etc.), learn the assigned materials, ask questions and participate in graded class activities: deliberations, discussions, presentations, online conference forums, and the essay paper.
- ii) Students should login participate in the Blackboard interactive conference discussions with other students, and this is usually done asynchronously, via the Discussion Board. This is a time to read the materials posted on the weekly Interactive Forum, develop and post one’s own written responses, and respond accordingly/respectfully/intelligently to what others have posted!

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.” Be advised that whatever is written and posted, in the online conference forum, is public and one should 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 since we learn with others collaboratively/cooperatively as we share and exchange information packaged as knowledge. So let us make learning a pleasurable, fun and an enriching intellectual experience!

Every student is advised that excessive absences (not logging in online and participating in the weekly deliberations or exchanges) may result in getting an “F” grade. As such, 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 access course information (Syllabus and other materials, lecture notes, updated announcements, assignments, directions, etc.) from the BSU Online. Attendance is taken when students attend the weekly scheduled Zoom meetings and submit the required written responses in the virtual learning environment.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) MEETING: It is important to understand that the Zoom meeting is a cloud-based tele-conferencing service that allows the participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information about course content) via the use of computer, the internet and other applicable media technologies. One important feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio technologies; and, for students, to be present and meet the attendance requirement. To do that, I would expect the participants to switch “on” their camera buttons and leave it on all through the session-even if or when their microphones are muted. Please be advised that the instructor of record will take class attendance based on the students who have their Zoom camera on. Not having the Zoom camera on can constitute “non-attendance” and would contribute to having “unexcused absence” in the course! Put succinctly, not putting the camera on is as good as being absent in the course for that session.

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, 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), or the American Political Science Association manual that is *The Chicago Manual Style/Turabian*.

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.

RELEVANT COURSE POLICIES, INSTITUTIONAL RULES & INSTRUCTIONS

1. Class Attendance, Excessive Absences and Active Participation

This is not fully an online class where all learning activities and interactive communication are done in the virtual environment with little or no physical contacts. Our learning activities are divided into two parts: in-class/face-to-face interactions, and online activities that would include participation in the “graded” Weekly Online Forum. To be successful in this course, each student needs to attend both the in-class sessions, and also actively participate in the online discussions as well as complete the required assignments as at when due. It is clearly stated that “students are expected to attend classes...take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may result in the student’s receiving a grade of ‘F’ for the course.” Absence, in an online class, will be measured and determined by lack of engagement and participation in the weekly learning activities and prompt submission of all the required assignments as instructed. Only students with certifiable health or medical absences should submit the appropriate documentations to the instructor for any make-up considerations. There are no Make-up assignments for any missed Weekly Online Forums, and students have to participate (submit their postings/responses) within the time as per allowed or would not get any points!

Students should endeavor to participate in all weekly online conferences in the designated spaces, and work hard to complete and submit graded assignments as at when due or risk not getting full grades. So pay attention to the assignments due dates and deadlines, for it is the responsibility of every student to submit assignments on time and in the appropriate spaces as indicated. Not submitting assignments will be taken as not following instructions and sufficient grounds for lack of attendance.

2. Technology and Technical Assistance

Students should learn and know how to access and navigate the Blackboard (as our adopted Learning Management System), log-in frequently and follow the instructions. It is important to have access to a working and an upgraded computer with internet connectivity to engage in the virtual online learning.

For technical questions or support, please call (301) 860-4357 or (301) 860-HELP and someone, possibly in the Division of Information Technology will assist you.

3. Academic Honesty, Integrity and Plagiarism

Plagiarism, as a form of academic dishonesty, is cheating and should be avoided by all serious and disciplined students. Plagiarism is wrong and unethical! “Plagiarism is the act of representing another’s ideas, words, or information as one’s own,” and students need to realize that “All directly

quoted materials must be identified as such by quotation marks” and “the sources...acknowledged.” All sources of borrowed ideas or information, according to the BSU Policy, “must be acknowledged,” and “the sources of ideas or information lying within the realm of common knowledge...need not be acknowledged.”

The instructor, when there is a clear evidence of academic dishonesty (like plagiarism or other forms of cheating), reserves the inherent right or has the discretion to give the student either a zero for the specific assignment or an “F” in the course. But a student has the right to appeal such a decision, so please be aware that academic integrity requires that we hold ourselves to an “honor code” by behaving wisely and responsibly in the search for truth and building knowledge. Be well advised that it makes sense to cite any/all sources used and avoid plagiarism.

For writing papers and trying to avoid plagiarism, please refer to and use any of 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 was developed from The Chicago Manual/Turabian Style.

4. Grade Appeal Procedures

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student may direct the appeal in writing, with documentation, through the appropriate channels: instructor, Department Chair, College Dean, and Provost. The student must initiate the appeal no later than 10 working days, if for a course assignment grade; and no later than 30 days from the end of the semester, if a course grade.

5. The Grade of “I” for Incomplete

The “I” means “Incomplete” grade, and it is issued by the course instructor (of record) “when a student is unable to complete the required course work, because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with the approval of the College Dean.” The student will have the first 6 weeks from the start of next semester to work with the instructor to complete the outstanding assignment(s) or the grade of “I” will automatically turn into an “F,” if the faculty does not submit any Change of Grade Form with the new grade. The burden is on the student to work with the instructor in order to change the grade!

6. Student Code of Conduct:

It is stated that “students are expected to conduct themselves in a manner which is consistent with the purpose and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, and uninhibited by the behavior of others....Academic honesty...is required of all students.” This historic institution has clear and well-stipulated Standards & Expectations for our students, and it is believed that each student (as a moral and rational human being):

- a) Seeks to develop self academically, physically, and spiritually
- b) Values life
- c) Has integrity
- d) Is dependable
- e) Sets high personal standards
- f) Has effective communication skills
- g) Is aware of his or her history
- h) Knows and abides by the Rules of Social Decorum
- i) Understands appropriate dress, and has pride in Bowie State University.

7. Having the Required Textbooks and Critical Learning Tools Necessary

Without much ado and put in a simple language, “Textbooks are required of all students. All required texts may be purchased through the University Bookstore.” Students need to have the right or appropriate books and tools to learn. The instructor wishes to suggest that students can arrange to have the required textbooks via access to e-book and/or can rent them for reasonable fees in order to enable them meet the minimum critical learning requirement for this course. To be successful, it is important for all the students to secure or purchase and use/read the required course materials and participate in all the other scheduled learning activities as instructed, promptly and with utmost responsibility.

8. Classroom Decorum and Personal Comportment

This is not an online course and learning, which is a form of distance education, where both the students and their instructors meet and interactively communicate in the virtual learning environment with the use of media technologies. It provides students flexible opportunities to learn at anytime, from anywhere, without both coming to school and any physical classroom contacts. Students are expected to learn at their own convenience, control their own pace of learning, and are better able to effectively manage their time. In this course, active learning and student-to-student interactive communication take place asynchronously (not in-real time). Students are both expected and required to post their substantive weekly responses or answers to questions in addition to commenting on what other students (2 or more) have posted in the designated spaces and within the set time period. And, in posting their comments or submitting their responses, electronically, students are required to behave respectfully, courteously and with great sensitivity.

9. Missed Assignments, Examinations and Make-ups

That this course is not fully or completely an online learning does not mean that students reserve the right to “procrastinate” and, no matter the reason, miss the deadlines set for all graded assignments. Be aware that all the assignments and discussions take place online in the specified virtual spaces, unless the instructor requires an on-campus proctoring to avoid academic dishonesty (“cheating”).

In cases where students miss participating in study group presentations, failed to submit assignments as at when due or, due to technical reasons, could not take the examination as scheduled, it is the burden and responsibility of those individuals to work with the instructor to “make-up” the missing assignments and/or examinations.

OTHER INFORMATION

Time Management: For this and in all the other classes, whether face-to-face or online, students need to learn and master how best to organize themselves and manage their time in order to succeed or excel. Organizing your work has to do with the ability to prioritize your studies, activities and assignments. Plan your studies, assignments and all the other school-related and/or social (extra-curricular) activities. Be realistic and have balance, and also make sure to have enough rest (8 hours of sleep!). Study, review and read; but in all learn to determine what is most important and/or urgent, and be disciplined!!!!!!

Tips for Students:

- a) Avoid academic dishonesty or cheating, particularly “plagiarism”
- b) Be active, disciplined, studious and participate in class discussions
- c) Watch your language, and be both respectful and sensitive
- d) Develop and cultivate the right study habits that can help you improve your study habits and time management
- e) Discipline yourself well enough and in such a way as to take good class notes which can be used to prepare for examinations; and
- f) Each student must take both responsibility and ownership for his or her education, and even more so approach learning as a creative means for self-improvement and empowerment.

Important Announcements: Information & Dates:

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks/Dates	Learning Modules & Objectives	Required Reading Assignments
Week 1: January 4-10	<u>Module 1: Political Science, International Relations, and International Organizations</u> <ul style="list-style-type: none"> • Introduction to Political Science, International Relations and International Organizations 	Lectures in the Modules 1 area via the BSU Bb Explore the important links Participate in the weekly

	<ul style="list-style-type: none"> • The Role of International Relations • The Nature, Characteristics and Special Functions of International Organizations (as Global Institutions) • Multi-National or Transnational Corporations • Two Types of International Organizations 	<p>Interactive Forum</p> <p>Complete and submit the required short/argumentative paper</p> <p>Engage in group collaboration (work with the assigned group members to develop power point slides)</p>
<p>Week 2: Jan 11-17</p>	<p><u>Module 2:</u> The UN (as an International Organization):</p> <ol style="list-style-type: none"> 1. The History & Political Evolution of the United Nations in 1945 (as an Intergovernmental Organization)-UN at 75 years! 2. UN's Aims or Purposes & Structures with the Other Subsidiary Organizations or Agencies (WHO, WTO, etc.) 3. The Roles and Functions of the United Nations 4. UN and the Security Council 5. UN's Universal Declaration of Human Rights (1948) 6. UN and the 8 Millennium Goals (2013-2015) and the UN 17 Sustainable Development Goals 7. The Five Major Challenges for the UN 8. Conclusions: Globalization, International Organization and Regionalization (Chapter 7) 	<p>Lectures in the Modules 1 area via the BSU Bb</p> <p>Explore the important links</p> <p>Participate in the weekly Interactive Forum</p> <p>Complete and submit the required short/argumentative paper</p> <p>Engage in group collaboration (work with the assigned group members to develop power point slides)</p>
<p>Week 3: Jan 18-22</p>	<p><u>Module 3:</u> The United Nations' Main Bodies & Global Issues/Campaigns</p> <ol style="list-style-type: none"> 1) Major Bodies are as follows: <ol style="list-style-type: none"> a) The General Assembly (under the GA President) 	<p>Lectures in the Modules 1 area via the BSU Bb</p> <p>Explore the important links</p>

	<p>b) The Security Council (under the SC President) c) Economic & Social Council d) Trusteeship Council e) International Court of Justice f) Secretariat (under the Secretary-General)</p> <p>NOTE: Out of the three (3) short/argumentative papers, students will select one topic from the Major Bodies) and write about it with proper citations; and due on Jan. 7, 2021</p> <p>2) Some UN’s Global Issues and/or Campaigns are:</p> <p>a) Climate Change & Sustainability b) Peacekeeping c) Refugees & Migrants d) Action to Counter Terrorism & Victims of Terrorism e) Democracy & the Rule of Law f) Children & Armed Conflict & Violence g) Domestic & Sexual Violence against Women/Girls h) The Question of Palestine i) Responsibility to Protect & Prevent Genocide j) Decolonization & Underdevelopment k) Sexual Abuse, Sexual Exploitation and Trafficking l) Education, Poverty & Development m) Racism, Sexism and Injustice n) War and Global Ceasefire; and o) COVID-19, Other Pandemics and Global Health</p> <p>NOTE: Further Deliberations & Conclusion of the Course</p> <p>NOTE: Out of the three (3) short/argumentative papers, students will be required to select any two (2) from the UN’s Global Issues and/or Campaigns and write about them with proper citations. Due dates are as follows:</p> <p>a) 2nd Short/Argumentative Paper is on Jan. 13, 2021 b) 3rd Short/Argumentative Paper is on Jan. 18, 2021</p> <p>The Final Project (of 10%) is due on January 22, 2021</p>	<p>Participate in the weekly Interactive Forum</p> <p>Complete and submit the required short/argumentative paper</p> <p>Engage in group collaboration (work with the assigned group members to develop power point slides)</p>
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(Selected) Bibliography for Additional Reading

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Schlesinger, Stephen C. (2003). *Act of Creation: The Founding of the United Nations-A Story of Super Powers, Secret Agents, Wartime Allies & Enemies and their Quest for a Peaceful World*. Conn.: Westview Press.

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Weiss, Thomas G. & Sam Daws. (2009). *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.

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