

**Department of Public Administration
Maxwell School of Citizenship and Public Affairs
Syracuse University
Spring 2008**

**PPA 730-1
UN Organizations - Managing for Change
Thursday 8:00am – 10:45am
Eggers 070**

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Course description:

The class will analyze processes for change in United Nations organizations. We will begin with a brief summary of the types of UN organizations, including their purposes, funding systems, and governance structures. The course will focus on the process of change within voluntarily funded UN organizations and in organizations funded by assessed contributions. Topics will include: governance, organizational reform, and political reform. The course will also compare how the funding systems and governance structures impact organizational effectiveness and the development of internal systems.

Course materials:

There are three texts required to read for this course and additional class readings available on the web as indicated on the syllabus for each session. Additional readings may be distributed in class and via email. Students are also expected to follow international news reports especially about the United Nations and the World Food Program. All books are available at the SU Bookstore.

Basic Facts about the United Nations, 2005 – to be read by Class #2

The Parliament of Man: The Past, Present, and Future of the United Nations, P. Kennedy, Random House, 2007—to be read by Class #3

Bread and Stones: Leadership and the Struggle to Reform the United Nations World Food Programme, J. Ingram, BookSurge LLC, 2006—to be read by Class #9

One-Day Trip to the UN Headquarters:

There will be a mandatory class trip to the United Nations in New York City. Bus transportation will be provided, at the expense of each student, for travel from Syracuse and back in one day. Students may travel independently to and from the city if they choose not to travel with the class on the bus. There will not be a class on February 21, to be replaced by the trip to NYC. The trip is currently planned for Friday, April 4. Students who enroll in this course must be able to participate in this trip.

Course Requirements

Students will be asked to read course materials, participate actively in class, and write two memos (single-spaced two/three pages) and one final paper (single-spaced 7-10 pages). Grading will be as follows:

Grading

Class Attendance and Participation:	20%
Memo # 1 and Memo # 2 (20% each)	40%
Final paper:	<u>40 %</u>
Final grade:	100%

Class Attendance and Participation:

This class is heavily participatory. There will be lectures by the instructor, but much learning occurs through active engagement rather than through passive listening. For this reason, your presence and active participation will be expected at all sessions. Class attendance and participation will be a component of your final grade. Your participation shall reflect your careful reading and consideration of each week's materials on the syllabus. Participation is active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class. Missing more than one class session or the UN trip will affect your participation grade. Two classes this semester will be taught by video link on February 14 and April 17.

Writing:

Writing clearly and succinctly is an important skill for those who progress in careers in international organizations. It will also be a key component of the course work for this class. Each student will be asked to write two brief memos (maximum 3 pages) after each of the two sections of the course. There will be a total of two memos and one final paper.

Statement on Plagiarism:

All students are expected to follow Syracuse University's rule against plagiarism. The *Syracuse University Bulletin* defines plagiarism as "the representation of another's words, ideas, programs, formulae, opinions, or other products of work as one's own, either overtly or by failing to attribute them to their true source." (*Syracuse University Bulletin* 2003-2004: p. 2).

Course Outline

The two main organizations to be highlighted are the World Food Programme and the UN Secretariat. Two classes will also discuss one additional voluntary agency, the UN Children's Fund (UNICEF), and one dues-funded agency, the Food and Agriculture Organization (FAO). During the semester, we will cover three sections: I. UN Secretariat; II. Two UN agencies: FAO and UNICEF); and III. World Food Programme (WFP).

Readings are posted according to the class session during which they will be discussed. For the sessions to be productive, please read these materials prior to attending class on the day that they are scheduled. Class structure will be as follows:

Class 1 and 2: Overview of the United Nations

Readings for Class 2:

1. Basic Facts about the United Nations, 2005
2. Charter of the United Nations. Available at: <http://www.un.org/aboutun/charter/index.html>
3. UN World Food Programme. Available at: <http://www.wfp.org/english/> (Skim)
4. Universal Declaration of Human Rights. Available at: <http://www.un.org/Overview/rights.html>

I. Classes 3 through 6 and Class 11: UN Secretariat

Readings for Class 3:

The Parliament of Man: The Past, Present, and Future of the United Nations, P. Kennedy, Random House, 2007.

Readings for Class 4:

1. Secretary-General Boutros Boutros-Ghali, *An Agenda for Peace*, 1992
<http://www.un.org/Docs/SG/agsupp.html>
2. In Larger Freedom, Kofi Annan
<http://www.un.org/largerfreedom/contents.htm>
3. Report of the Secretary-General's High-level Panel on Threats, Challenges and Change, *A More Secure World: Our Shared Responsibility* (New York: United Nations, 2004), Part 3: Collective Security and the Use of Force, pp. 61-74
http://iis-db.stanford.edu/pubs/20806/A_More_Secure_World_.pdf

Readings for Class 5:

1. Reform at the UN: "Renewing the United Nations: A Programme for Reform" - Secretary General's Report - 14 July 1997 (A/51/950).
<http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/N9718979.pdf?OpenElement>
2. Secretary General's Reform Documents -- 2002: An Agenda for Further Change
<http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN005675.pdf>
3. Investing in the United Nations For a Stronger Organization Worldwide
http://www.centerforunreform.org/system/files/Investing+in+the+UN_A.60.692.7March06.pdf
4. Catherine Bertini's Testimony to Congress, May 2005
http://faculty.maxwell.syr.edu/cbertini/congress_prepared_statement_may_2003_un_reform.pdf
5. Secretary-General Ban Ki-Moon, "Remarks to the Fifth Committee of the General Assembly on the Proposed Programme Budget for the Biennium 2008-2009," October 2007.
http://www.un.org/apps/news/infocus/sgspeeches/search_full.asp?statID=137

Readings for Class 6:

1. The UN Security Council: Reform or Enlarge?
<http://www.sipa.columbia.edu/cio/cio/projects/LuckCIGI.pdf>
2. Reforming the Security Council, Step One: Improving Working Methods
<http://www.sipa.columbia.edu/cio/cio/projects/Luckworkingmethodsppr.pdf>
3. The Reform of the United Nations ECOSOC
<http://www.sipa.columbia.edu/cio/cio/projects/LuckECOSOC.pdf>
4. American Interests and UN Reform, United States Institute of Peace
http://www.usip.org/un/report/usip_un_report.pdf
5. UN Reform: Japan Speaks Up. Vol. 32, Special Issue, 2005
<http://japanecho.co.jp/sum/2005/32sp10.html>

II. Classes 7 and 8: Food and Agriculture Organization (FAO) & United Nations Children's Fund (UNICEF)

Readings for Class 7:

1. Read 'The Strategic Framework for FAO 2000-2015'
http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/x3550e/x3550e00.htm
2. Skim 'About FAO'
http://www.fao.org/UNFAO/about/index_en.html
3. FAO Management Review
<ftp://ftp.fao.org/docrep/fao/meeting/012/k0970e.pdf>

Readings for Class 8:

1. Skim UNICEF Annual Report
http://www.unicef.org/publications/files/pub_ar2005_en.pdf
2. Additional UNICEF documents TBD

III: Classes 9, 10, 12 and 13: United Nations World Food Programme (WFP)

Readings for Class 9:

1. Bread and Stones: Leadership and the Struggle to Reform the United Nations World Food Programme, J. Ingram, BookSurge LLC, 2006.

Readings for Class 10:

1. Executive Board, First Regular Session, Rome, 11–14 February 2002
Organizational and Procedural Matters
Wfp/Eb.1/2002/9, 29 January 2002
A Decade of Change: Renewal and Transformation of the World Food Programme, 1992–2002
<http://www.wfp.org/eb/docs/2002/wfp006979~1.pdf>

Class 11: One-Day Trip to UN Headquarters in New York City

The February 21st class will be replaced by the trip to NYC. It is currently scheduled for Friday, April 4, subject to clearance through UN security procedures. Cost to each student will be approximately \$100.

Students traveling on the bus will watch the following video: *Kofi Annan: Center of the Storm*, a film by David Grubin, www.pbs.org (90 minutes running time). Those not traveling on the bus are required to watch the film before the trip.

Readings for Class 12:

To be determined.

Readings for Class 13:

1. 2005 Human Development Report, produced by UNDP, Chapter 3: “Aid for the 21st Century”
http://hdr.undp.org/en/media/hdr05_chapter_3.pdf
2. OECD: Aid statistics
<http://www.oecd.org/dataoecd/0/4135842562.pdf>

Readings for Class 14: Course wrap-up

No readings

Deliverables

1. Memo # 1 (2-3 pages): UN Secretariat. Due Date: February 28

Each student should choose a project/department/function of the UN Secretariat, write a brief description of the mission of that function, area(s) that could be improved, and recommendations for how to improve it. The function should be structural or corporate in nature and should make one or more recommendations about how change can improve the

operations. Alternatively, students may choose to make a reform proposal regarding a governance function of the UN. Please write in memo form, addressed to the Secretary General, with a clear listing or explanation of the reform(s) being proposed. Your memo should be single-spaced and two/three pages in length.

2. Memo # 2 (2-3 pages): WFP. Due Date: April 10

Each student should choose a project/department function of WFP, write a brief description of the mission of that function, area(s) that could be improved, and recommendations for how to improve it. The function should be structural or corporate in nature (i.e. not how to improve a specific refugee camp operation).

3. Final Paper (7-10 pages): Due Monday, May 5 at 3pm

Choose two UN agencies - one voluntary funded and one funded by assessments. Students will then select one organizational aspect (i.e. hiring, raising resources, governance, evaluation) and compare and contrast the strengths and weakness of how each organization manages that function. Students will make recommendations on how to improve aspects of that function in one or both agencies.

The paper will be graded on how well you can analyze and compare similar aspects of two organizations, one which is voluntarily funded and one which is funded by assessed contributions. It won't be graded on length, but on substance. It should be styled as a normal paper sent to the professor, not sent to an agency head.

Students should write a paper with more in-depth analysis than the 2-3 page memos written for the other class assignments. Select one aspect of organizational management and two entities on the WFP/UN Secretariat model (for instance, UNICEF and WHO, or UNFPA and DESA/UN, etc), and analyze how each agency handles this matter, the strengths and weaknesses of each approach, and what lessons could be learned by either agency from the other. Please use examples of organizational management. Some examples could include: How each entity handles evaluations or audits; how each handles PR; hiring, internships; documentation/transparency from board meetings, structure of boards; manner of choosing executive head, and so on. Make recommendations for changes/improvements, as appropriate; these could be changes that management could undertake, OR that governments (board members) could undertake.

OR

Select one governing body that should be reformed, i.e. General Assembly, committees of the General Assembly, Security Council, ECOSOC, WFP Executive Board. Analyze why it should be changed, make recommendations on what should change, and then assess the chances of such change being made.