POLS 390A Global Governance

**Spring 2011**

**TR 8:20-9:50am in AH 112**

**Instructor: Rebekah Tromble**

**Office: Asbury Hall 106, ext. 4263**

**Office hours: TR 10:00-11:00am, or by appointment**

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***Course Objectives***

Take a minute to think about some of the most vexing problems in the world today: environmental degradation, economic underdevelopment, war and insecurity, to name a few. Whose responsibility is it to address these issues? There is certainly no single authority that can claim provenance over these concerns. The United States—still the world’s most powerful country—does not (in many cases, at least) pretend to have the answers. Not even the United Nations—the one organization bringing together representatives from virtually every corner of the planet—possesses the strength and mandate to tackle these concerns. To whom do we turn then? In our immensely complex and interconnected world, the answer is most likely to be: We can turn no *one*; instead, we must turn to many.

And this is the basic starting point for studies of global governance. In a time and place where few problems can be solved by any single person or entity, complex networks of actors—states, international organizations, multinational corporations, non-governmental organizations, transnational activists—and of rules, norms, and procedures arise to address these issues. Our goal over the next few months will be to better understand both the strengths and weaknesses of such networks and—much more importantly—to understand *our own roles and responsibilities* in the practices of global governance.

***Assessment***

Your course grade will be divided into the following components:

1. *Participation* (15%) - This is a discussion-based course. As such, your active and informed participation is essential. I expect you to attend class—with exceptions made for reasonable and *documented* excuses—and ***more than two unexcused absences will lead to partial-letter deductions in your participation grade for each absence***. (For example, if you have three unexcused absences and your participation grade for the semester is a B+, it will become a B. If you have four unexcused absences and your participation grade is a B+, it will become a B-.) I also expect you to come to class prepared, having read the materials for the day and ready to discuss them in a thoughtful way.
2. *Discussion Questions* (10%) – Before each class period, each student is required to submit two questions drawn from the readings that can serve as the basis for class discussion. These questions must be posted on the Moodle discussion board ***no later than 9pm the evening before the next class session***. These questions need not be long (two or three sentences is acceptable), but should be broad and insightful enough to spur engaged discussion of key issues.
3. *WTO Dispute Resolution Simulation* (30% total) – On April 7th, we will hold a mock WTO dispute resolution hearing for “Mexico etc versus US: ‘tuna-dolphin’”. Each student will represent a particular country or organization and will prepare a 10-12-page brief (worth 20% of the semester grade) and present an oral argument (worth 10% of the semester grade) before the arbitration board.
4. *Class Project* (45% total) – One of the fundamental goals of this course is to help each student better understand what role s/he can and should play in global governance. Yet I have no interest in standing on my professorial soapbox and dictating to you what that role should be. As such, I am challenging you to design and carry out a class project that excites and interests *you*. My only requirements are as follows:
   1. The class will be divided into teams of two. Each team will develop an 8-10-page proposal to pitch to the entire class (written proposal and oral presentation worth 15% of the semester grade). The topic must fall within the two broad themes we are addressing this semester—either (1) economic globalization and human development or (2) war, peace, and the protection of human rights.
   2. The class will choose one project from among these proposals to work on *together*.
   3. The project must include a written component for each student.
   4. I will be responsible for final evaluation of the project (i.e., I will assign the grades); however, the class will determine what the means of evaluation will be.

***Academic Integrity***

From the DePauw University Academic Handbook:

“Academic integrity refers to the ethical standards and policies that govern how people work and interact in the academic enterprise at a college or university. These standards and policies attempt to do more than define and condemn what is wrong or unethical; they also attempt to provide a foundation for the mutual trust and individual responsibility necessary in a healthy academic community.

“Both faculty members and students have the responsibility of upholding the principles of academic integrity. Faculty and staff members should create an environment in which honesty is encouraged, dishonesty discouraged and integrity is openly discussed. Faculty members should follow the principles of academic integrity in their own work and conduct. Students are obligated not only to follow these principles, but also to take an active role in encouraging other students to respect them” (<http://www.depauw.edu/univ/handbooks/dpuhandbookprint.asp?indexnum=101>, Accessed January 27, 2009).

I take academic integrity very seriously. Without it, learning and scholarship are pointless endeavors. I exercise a zero-tolerance policy for all forms of academic dishonesty, including cheating and plagiarism, and will report all cases as required by University policy.

***Required Texts***

The following books are available for purchase at the bookstore:

* Barnett, Michael. 2003. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press.
* Graeber, David. 2009. *Direct Action: An Ethnography*. AK Press.
* Kaldor, Mary. 2007. *New and Old Wars: Organized Violence in a Global Era*. Stanford, CA: Stanford University Press, 2nd edition.
* Narlikar, Amrita. 2005. *The World Trade Organization : A Very Short Introduction*. New York: Oxford University Press.
* Weiss, Thomas G. et al. 2010. *The United Nations and Changing World Politics*. Boulder, CO: Westview Press, 6th edition.
* Woods, Ngaire. 2007. *The Globalizers: The Imf, the World Bank, and Their Borrowers*. Ithaca, NY: Cornell University Press.

*Other Required Texts*

All other required materials will be posted on the course Moodle page.

*Expectations Regarding Reading*

Students are expected to read and learn all assigned material. Though the vast majority of assigned readings will be covered explicitly in class, we will not have time to thoroughly explore all materials, and a certain amount of independent learning is expected. However, should you have questions about material not thoroughly discussed in class, you should always feel free to either ask questions directly in class or see me outside of class time for guidance.

***Class Schedule***

Section I: Introduction to Global Governance

Tuesday, February 1st: ICEMAGEDDON!!

Thursday, February 3rd: ICEMAGEDDON, continued!!!

Tuesday, February 8th: What is Global Governance?

*Readings*:

* Selection from Chapter 1, “A New World: The Concept of Global Governance”, in *Our Global Neighbourhood: The Report of the Commission on Global Governance*, 1995.
* Chapter 1, “The Challenges of Global Governance”, in Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 2004.
* Mathias Koenig-Archibugi, 2010, “Understanding the Global Dimensions of Policy”

Section II: Economic Globalization and Human Development

**Make up Session**, Tuesday, February 8th, **5:30pm**:The United Nations’ Role

*Readings*:

* Introduction and Chapter 9 in *The United Nations and Changing World Politics*

Thursday, February 10th: The United Nations’ Role, continued

*Readings*:

* Chapters 10 and 11 in *The United Nations and Changing World Politics*

Tuesday, February 15th: The World Trade Organization

*Readings:*

* Chapters 1-5 in *The World Trade Organization: A Very Short Introduction*

Thursday, February 17th: The World Trade Organization, continued

*Readings:*

* Chapters 6 and 7 in *The World Trade Organization: A Very Short Introduction*
* Thomas Sattler and Thomas Bernauer, 2011, “Gravitation or Discrimination? Determinants of Litigation in the World Trade Organisation”

Tuesday, February 22nd: The IMF and World Bank

*Readings:*

* Introduction, Chapters 1-3 in *The Globalizers: The IMF, the World Bank, and Their Borrowers*

Thursday, February 24th: The IMF and World Bank, continued

*Readings:*

* Chapters 4 and 5 in *The Globalizers: The IMF, the World Bank, and Their Borrowers*

Tuesday, March 1st: The IMF and World Bank, continued

*Readings:*

* Chapters 6 and 7 in *The Globalizers: The IMF, the World Bank, and Their Borrowers*

Thursday, March 3rd: The IMF and World Bank, continued

***\*\*Presentation of class project proposals\*\****

*Readings:*

* None

Tuesday, March 8th: Multinational Corporations

*Readings:*

* Stephen J. Kobrin, “Globalization, Transnational Corporations and the Future of Global Governance,” 2008
* David L. Levy & Aseem Prakash, “Bargains Old and New: Multinational Corporations in Global Governance,” 2003

Thursday, March 10th: Transnational Activism

*Readings:*

* Chapter 1, “Transnational Advocacy Networks in International Politics: Introduction” in Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders*, 1998

Tuesday, March 15th: Transnational Activism, continued

*Readings:*

* Preface, Introduction, and Chapter 1 in *Direct Action*

Thursday, March 17th: Transnational Activism, continued

*Readings:*

* Chapter 2 in *Direct Action*

Tuesday, March 22nd and Thursday, March 24th: Spring Break!

Tuesday, March 29th: Transnational Activism, continued

*Readings:*

* Chapters 3 and 4 in *Direct Action*

Thursday, March 31st: Transnational Activism, continued

*Readings:*

* Chapter 5 in *Direct Action*

Tuesday, April 5th:

***\*\*Preparation for simulation\*\****

*Readings:*

* None

Thursday, April 7th:

***\*\*In class simulation\*\****

* Mock WTO dispute resolution: Mexico etc versus US: ‘tuna-dolphin’

***\*\*Assignment Due\*\****

* 10-12-page policy brief

Section III: International Security – War, Peace, and the Protection of Human Rights

Tuesday, April 12th: The Transformation of Global Security

*Readings:*

* Chapters 1-3 in *The United Nations and Changing World Politics*

Thursday, April 14th: The Transformation of Global Security, continued

*Readings:*

* Chapters 4 and 5 in *The United Nations and Changing World Politics*

Tuesday, April 19th: The Transformation of Global Security, continued

*Readings:*

* Chapters 1-3 in *New and Old Wars*

Thursday, April 21st:

*Readings:*

* Chapters 4 and 5 in *New and Old Wars*

Tuesday, April 26th: The Transformation of Global Security, continued

*Readings:*

* Chapters 6-8 in *New and Old Wars*

Thursday, April 28th: Human Rights

*Readings:*

* Chapter 6 in *The United Nations and Changing World Politics*

Tuesday, May 3rd: Human Rights, continued

*Readings:*

* Chapters 7 and 8 in *The United Nations and Changing World Politics*

Thursday, May 5th: Rwanda

*Readings:*

* Chapters 1 and 2 in *Eyewitness to a Genocide*

Tuesday, May 10th: Rwanda, continued

*Readings:*

* Chapters 3 and 4 in *Eyewitness to a Genocide*

Thursday, May 12th: Rwanda, continued

*Readings:*

* Chapters 5 and 6 in *Eyewitness to a Genocide*