

GLOBAL GOVERNANCE

POLITICAL SCIENCE 221.01

FALL 2008

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I. COURSE DESCRIPTION

This is an intermediate-level course designed to introduce students to the study of global governance. It is divided into four main parts. Part one begins with the concept of global governance and then examines some of the central features of contemporary global governance including the role of the state and of international organizations and the emergence of global civil society. The emphasis here is on how patterns of governance have changed and are changing and on the implications of these changes for democracy, legitimacy, and social justice. Parts two, three and four of the course continue this exploration of contemporary global governance, focussing on key issues and trends in the areas of international peace and security, human rights and international humanitarian law, and economic governance. Some of the questions that will be addressed are: What laws govern the use of force in contemporary world politics? Should these laws be changed in light of recent humanitarian crises and the threat of terrorism? What is the difference between human rights law and international humanitarian law? How are these laws enforced? How is the global economy governed in the era of globalization? In what ways is global economic governance contested?

II. COURSE LEARNING OBJECTIVES

Reflecting the Political Science Department's teaching vision, this course seeks to cultivate a range of *cognitive* or *intellectual* competencies. These include an ability to think conceptually, critically, synthetically, analytically, and rigorously about global governance.

In addition, this course is designed to help students develop or deepen a number of specific *knowledge* and *practical* competencies.

Knowledge Competencies

At the end of this course, you should have a clear understanding of:

- the concept of global governance;
- the nature of contemporary global governance;
- how patterns of governance have changed and are changing, and, in particular, how they have been affected by processes of globalization; and
- some of the key issues and challenges confronting 'the international community' in the areas of international peace and security, human rights and international humanitarian law, and economic governance.

Practical Competencies

At the end of this course, you should be better able to:

- think critically, rigorously, and theoretically about global governance;
- read an academic article in a close and focused manner;
- locate and synthesize needed information from a range of books, professional journals and online sources;
- develop a cogent and persuasive argument likely to resonate with a target audience;
- communicate orally and in writing in ways appropriate for an academic community, a policy community, and also for the general public;
- work effectively as a contributing member of a task-oriented small group; and
- exercise leadership skills and individual initiative appropriate to a collegial enterprise.

III. HOW THIS COURSE WILL HELP YOU MEET THESE LEARNING OBJECTIVES

It is my belief that the competencies described above are best developed in the context of challenging, rigorous and intellectually demanding/engaging curricular experiences involving *active learning*. Active learning is simply that – learning that takes place when students are vigorously engaged in some activity that requires them to search for, process (analyze, synthesize, apply, evaluate and critique), and reflect upon the nature and source of information and knowledge. Research suggests that active learning is superior to traditional passive learning (in which students merely acquire and absorb information in the form of ‘surface learning’) in several ways. First, it more effectively promotes comprehension of core knowledge. Simply put, basic comprehension is improved dramatically when students need knowledge, when they are required to take an active role in seeking knowledge, when the knowledge they discover is applied in a meaningful context, and when they are required to explain that knowledge to their peers. Second, active learning is better at promoting the development of skill competencies. In this regard, the most important payoffs associated with this form of learning are the improved problem-solving and critical thinking skills that develop when students are required to actively engage in seeking, evaluating, synthesizing, and applying knowledge to solve a problem or puzzle. Also important in this regard are the opportunities for students to develop a number of practical competencies (managing a self-directed learning process, leadership, initiative, team management skills, etc) that are typically absent in more passive learning environments.

Reflecting this philosophy, this course is organized around a number of major and minor active learning exercises. These exercises involve, *inter alia*, collaborative learning and intensive writing. As some of you may not be familiar with these elements of active learning, I have described them below:

Collaborative Learning: Students Working in Small Groups

Peer collaboration can be defined as ‘the goal-oriented use of small groups aimed at giving students supervised practice in disciplinary thinking under the tutelage of the teacher as coach’ (Bean, 1996). It typically involves organizing students into teams of 4-6 students who are then collectively responsible for completing an active learning/problem-solving assignment. According to literally hundreds of studies, peer collaboration is one of the most powerful pedagogical tools available to educators. Among the benefits are increased participation, better understanding and retention of material, enhanced mastery of skills essential to success in the course or in a career, and increased enthusiasm, motivation and satisfaction – all key ingredients of academic excellence and personal development.

Of course, some students are initially skeptical about the value of peer collaboration. This is especially true of those who define learning in terms of receiving knowledge and wisdom from an ‘authority’, those who have succeeded in the past through personal/individual effort, those who are concerned that others will ‘free-ride’ on their efforts, and those who tend to be somewhat introverted by nature. Resistance tends to dissipate, however, once students come to understand that:

- this is not a game or gimmick, but a way of teaching that has been proven to help students develop the kinds of skills and competencies necessary for academic and professional success;
- team members will be held personally accountable for their respective contributions to the success of the team (this will discourage free-riding and encourage the pursuit of excellence); and
- countless research studies have demonstrated that students who learn cooperatively get higher grades than students who learn the same material on their own.

Intensive Writing

In addition to being organized on a collaborative learning basis, this is also a writing intensive course. By this I mean that students will spend considerable time planning, researching, drafting, reviewing, and revising formal writing assignments. They will also devote time in class to more informal writing tasks. This emphasis on writing has two goals. First, writing promotes clear and critical thinking. Contrary to the conventional wisdom, writing is not just ‘packaging’ ideas; it is an act of organized and/or creative thinking. The logical corollary of this is that teaching rigorous, thesis-based argumentative writing means teaching the rigorous, critical thinking processes that underpin all scholarly inquiry. Second, written communication is a skill that is highly valued in both the academic and professional worlds.

Feedback

Research and experience suggest that feedback and assessment should conform to a number of principles including the following:

- the goal of feedback is not to point out every error in an assignment, but to prompt revision, facilitate improvement, and promote student development;
- feedback should be delivered at ‘teachable’ moments (when it can be used to improve writing and thinking);
- feedback should be timely and meaningful;
- feedback should first address higher order problems (related to the organization and quality of the ideas and argument);
- when addressing lower order problems (spelling, diction, grammar, etc) feedback is most effective when it involves ‘minimal marking’ and the cultivation of student responsibility for editing;
- peer review/critique of drafts can be a very powerful tool for improving thinking/writing;
- research teams should be held collectively responsible for collective work;
- individual students should be held personally accountable for their individual effort in group projects;
- grades should be explicitly connected to assignments and learning objectives;
- grading should be fair and consistent (even while recognizing that it can never be truly ‘objective’);
- grades should reflect high standards and rigorous criteria (research suggests that academic excellence is a direct function of establishing ‘high expectations’ as reflected in assessment and feedback).

My commitment to you is to ensure that you receive feedback on ongoing work and grades on final assignments that reflects and embodies these ‘best practices’.

IV. GRADING

Grades for the course will be calculated as follows:

Class Participation (includes short papers).....	15%
Simulations.....	10%
First Writing Assignment.....	10%
Second Writing Assignment.....	20% (15% for collective effort; 5% for individual contribution)
Third Writing Assignment.....	20%
Final Exam.....	25%

Grade Scale

A	95-100	B	80-84	C	65-69	D	50-54
A-	90-94	B-	75-79	C-	60-64	F	0-49
B+	85-89	C+	70-74	D+	55-59		

Collaborative Work

Group assignments will be assigned a collective grade. In order to ensure individual accountability, however, each student will also be graded by his/her group members on his/her contribution to the collective effort. In practice, this means that the only way to excel as an individual on these assignments is through exemplary commitment to the success of the group.

An 'A' contribution to the group involves:

- attending all meetings;
- fulfilling all responsibilities conscientiously and completing all assignments on time;
- actively contributing information and ideas during team meetings;
- consistently asking/answering questions that foster understanding and task completion;
- contributing to a respectful and productive team environment;
- exercising (collegial) leadership;
- taking the initiative (seeing what has to be done and doing it)

A 'B' contribution involves failing to meet two of these standards, but otherwise demonstrating an 'above average' (yet not exceptional) level of participation in the work of the team.

A 'C' contribution involves failing to meet adequately three of these standards, exhibiting merely 'satisfactory,' 'competent' or 'average' level of participation in the work of the team.

A 'D' contribution involves failing to meet four of these standards, exhibiting an 'unsatisfactory' or 'below average' contribution to the team.

V. REQUIRED TEXTS

There is only one required text for this course. It is:

- Joyner, Christopher C. *International Law in the 21st Century: Rules for Global Governance*. Lanham, Maryland: Rowman & Littlefield, 2005

All other required readings will be available on e-reserve or in the library's e-journals.

Please note that students should also be following current events and developments in global governance in a daily and/or weekly publication (e.g. *The New York Times*, *The Economist*). You may also wish to subscribe to the United Nations Foundations' online news service at www.unwire.org.

Critical Thinking Questions

As you read each article or chapter, you should be asking yourself the following questions:

- What is the *main point/argument* of the article or chapter?
- What are the *underlying assumptions*?
- What *evidence* is provided to support the argument?
- What are the normative and political *implications* of the argument and its assumptions?
- What are some possible *counter-arguments*?

You should also be thinking about how the chapters/articles for each class session relate to each other. For example, does one reading raise issues not addressed in the other(s)? Are the authors of the different chapters/articles engaged in a debate over key issues? Do the different authors share a theoretical perspective or are they approaching the issues from different perspectives?

MODULE # 1
GLOBAL GOVERNANCE: CONCEPT AND PHENOMENON

1. LEARNING OBJECTIVES

By the end of this module you will be better able to:

- define the concept of global governance;
- identify and analyze the main features of contemporary global governance; and
- develop a cogent and persuasive argument related to some aspect of global governance.

2. MAIN ASSIGNMENT (INDIVIDUAL)

Your Task

For your first assignment, your task is to write a short paper in which you identify and analyze what you consider to be the most interesting/important development or trend shaping contemporary global governance.

Your paper should be directed at peer-scholars in Political Science who would like to better understand the nature of contemporary global governance. It should rely on readings from the first part of the course as well as on some additional materials.

Deadlines

The following are the deadlines for completion of the various milestones in this project:

- Wednesday, September 17 – penultimate draft to peer reviewer
- Thursday, September 18 – in-class peer review
- Friday, September 19 (3:00pm) – final draft (and peer review) to Prof. Weber

Format/Requirements

Your paper should be 5-7 pages in length (double-spaced) and should contain the following elements:

- a properly constructed title page with an effective title;
- an introduction that sets the stage for the paper by describing the purpose of the paper, articulating its central claim, providing a ‘roadmap’ of the paper, and defining key terms and concepts;
- a main body that develops your thesis in a thoughtful and interesting way;
- a conclusion that reiterates the main points of your paper; and
- a properly constructed bibliography.

Criteria for Evaluation

The following substantive and stylistic standards will be used to evaluate your paper:

Substantively, an ‘A’ paper:

- begins with an introduction that describes the purpose of the paper, articulates its central claim, etc.;
- is cogent, well-organized and persuasively structured (i.e. it develops a coherent argument that supports or ‘proves’ the thesis);
- provides arguments, evidence, quotations and examples that support the thesis;
- ends with a conclusion that reiterates the main points of the paper; and
- demonstrates a superior level of critical, analytical and original thought.

Stylistically, an ‘A’ paper:

- includes a properly constructed title page with an effective title;
- uses language that is appropriate for an academic paper;
- is largely free of errors in grammar, punctuation, diction, spelling and format;
- correctly acknowledges and documents sources in a manner consistent with one of the major conventional scholarly citation styles;
- includes a properly constructed bibliography; and
- exhibits an exemplary level of overall polish and attention to detail.

3. CLASS SESSIONS

Aug 28 Introduction and Course Organization

Sep 2 What is ‘Global Governance’?

Required Reading:

James Rosenau, “Governance in the Twenty-First Century,” *Global Governance* 1, 1 (1995): 13-43 [e-reserve]

Michael Barnett and Raymond Duvall, “Power in Global Governance,” in Michael Barnett and Raymond Duvall, eds., *Power in Global Governance* (Cambridge: Cambridge University Press, 2005): 1-23 [e-reserve]

Assignment:

- Write a 2 page paper discussing your understanding of the concept of ‘global governance’

Sep 4 Contemporary Global Governance (I): The State and International Organizations

Required Reading:

Joyner, *International Law in the 21st Century*, Chapter 2, pp. 33-38 and Chapter 5, pp. 85-104

Jan Aart Scholte, "Globalization and Governance," in *Globalization: A Critical Introduction, Second Edition* (New York: Palgrave Macmillan, 2005): 185-223 [e-reserve]

Recommended Reading:

Michael Barnett and Martha Finnemore, "The Power of Liberal International Organizations," in Michael Barnett and Raymond Duvall, eds., *Power in Global Governance* (Cambridge: Cambridge University Press, 2005): 161-184 [e-reserve]

Sep 9 Contemporary Global Governance (II): The Role of Global Civil Society

Required Reading:

Mary Kaldor, "The Idea of Global Civil Society," *International Affairs* 79, 3 (2003): 583-593 [e-journals]

Louise Amoore and Paul Langley, "Ambiguities of global civil society," *Review of International Studies* 30 (2004): 89-110 [e-journals]

Sep 11 Contemporary Global Governance (III): Culture, Identity, and World Order

Required Reading:

Richard Falk, "The Geopolitics of Exclusion: The Case of Islam," in *Human Rights Horizons: The Pursuit of Justice in a Globalizing World* (New York: Routledge, 2000): 147-164 [e-reserve]

David Campbell, "Cultural governance and pictorial resistance: reflections on the imaging of war," *Review of International Studies* 29 (2003): 57-73 [e-journals]

Sep 16 Contemporary Global Governance (IV): The United States and Multilateralism***Required Reading:***

Peter Spiro, "The New Sovereignists," *Foreign Affairs* 79, 6 (2000): 9-15 [e-journals]

Bruce Cronin, "The Paradox of Hegemony: America's Ambiguous Relationship with the United Nations," *European Journal of International Relations* 7, 1 (2001): 103-130 [e-journals]

David Chandler, "Back to the future? The limits of neo-Wilsonian ideals of exporting democracy," *Review of International Studies* 32 (2006): 475-494 [e-journals]

Recommended Reading:

Linda S. Bishai, "Leaving Nuremberg: America's love/hate relationship with international law," *Review of International Studies* 34 (2008): 425-443 [e-journals]

Sep 18 In-Class Peer Review

MODULE # 2 INTERNATIONAL PEACE AND SECURITY

1. LEARNING OBJECTIVES

By the end of this module you will be better able to:

- understand the rules regulating the use of force in the international system;
- understand the role of the United Nations in maintaining international peace and security;
- identify the challenges to international law and organizations posed by the changing nature of threats;
- comprehend the complexities of ‘real-world’ problem-solving and the challenges faced by diplomats and policy practitioners;
- plan, research, write and present a formal briefing for a policy audience; and
- work effectively in a task-oriented small group.

2. MAIN ASSIGNMENT (GROUP)

Situation/Problem

Since President Robert Mugabe claimed electoral victory in the summer of 2008, the political and humanitarian situation in Zimbabwe has worsened dramatically with widespread violence, inflation, and hunger devastating the civilian population. Large numbers of Zimbabwe’s people have already taken refuge in neighboring states and more refugees are expected. In response to this situation, the United Nations Secretary-General, Ban Ki-Moon, has called on the international community to uphold the commitment it made in 2005 – when it endorsed the ‘Responsibility to Protect’ – to take collective action through the Security Council should a member state manifestly fail its responsibility to protect its people. More specifically, he has recommended that the Security Council meet in a special session on the crisis in Zimbabwe and that members invoke the ‘responsibility to protect’ and pass a resolution authorizing the international community to take some kind of collective action.

Your Task

This assignment is divided into two parts. In part one, you and several of your colleagues, all experts in international law, have been commissioned by the UNSC to prepare a report analyzing what you consider to be a key issue in the debates over the use of force, humanitarian intervention, and/or the responsibility to protect in the post-9/11 period. Please note that it would be wise to consult with me, as early as possible, on the issue that you have chosen to address.

In part two of your assignment, each group of students will represent one member of the UNSC at the Special Session on the Crisis in Zimbabwe scheduled for October 9 and 14, 2008. An agenda for this session will be distributed on October 2.

Deadlines

The following are the deadlines for completion of the various milestones in this project:

- Date and time TBA – final group reports to Prof Weber
- Thursday, October 9 and Tuesday, October 14 – UN Security Council Simulation

Format/Requirements

Your report should be approximately 15 pages in length (double-spaced) and should contain the following elements:

- a properly constructed title page with an effective title;
- a one-page executive summary;
- an introduction that sets the stage for the report by describing the purpose of the report, articulating its central claims, providing a brief ‘roadmap’ of the report, and defining key terms and concepts;
- a main body that addresses the above issues thoroughly and in a thoughtful and interesting way;
- a conclusion that reiterates the main points of the report and includes specific policy proposals; and
- a properly constructed bibliography

Criteria for Evaluation

The following substantive and stylistic standards will be used to evaluate your report:

Substantively, an ‘A’ paper:

- includes a one-page executive summary;
- begins with an introduction that describes the purpose of the report; articulates its central claims; etc.;
- addresses the issues listed above thoroughly and in a thoughtful and interesting way;
- is cogent, well-organized and persuasively structured;
- provides sufficient and appropriate arguments, evidence, quotations and examples;
- ends with a conclusion that reiterates the main points and includes specific policy proposals; and
- demonstrates a superior level of critical, analytical and original thought.

Stylistically, an ‘A’ paper:

- includes a properly constructed title page with an effective title;
- is divided into logical sections with clear section headings;
- uses language that is appropriate for a policy report;
- is largely free of errors in grammar, punctuation, diction, spelling and format;
- correctly acknowledges and documents sources in a manner consistent with one of the major conventional scholarly citation styles;
- includes a properly constructed bibliography; and
- exhibits an exemplary level of overall polish and attention to detail.

3. CLASS SESSIONS

Sep 23 **The United Nations and the Use of Force**

Required Reading:

Joyner, *International Law in the 21st Century*, Chapter 8, pp. 161-195

Thierry Tardy, “The UN and the Use of Force: A Marriage Against Nature,” *Security Dialogue* 38, 1 (2007): 49-70 [e-journals]

Sep 25 **Humanitarian Intervention: Moral, Legal, and Political Issues**

Required Reading:

Fernando R. Teson, “The Liberal Case for Humanitarian Intervention,” in Holzgrefe and Keohane, eds., *Humanitarian Intervention: Ethical, Legal, and Political Dilemmas* (Cambridge: Cambridge University Press, 2003): 93-129 [e-reserve]

Mohammed Ayoob, “Third World Perspectives on Humanitarian Intervention and International Administration,” *Global Governance* 10, 1 (2004) [e-journals]

Recommended Reading:

Gerd Oberleitner, “Human Security: A Challenge to International Law?” *Global Governance* 11 (2005): 185-203 [e-journals]

Assignment:

- Write a 2 page paper assessing the arguments for and against humanitarian intervention

Sep 30 **The Rwandan Genocide and the Failure to Intervene**

Required Reading:

Michael Barnett, “The United Nations Security Council, Indifference and Genocide in Rwanda,” *Cultural Anthropology* 12, 4 (1997): 551-578 [e-journals]

In-Class Video:

“The Triumph of Evil”

Oct 2 The Use of Force After 9-11: The Iraq War

Required Reading:

Michael Byers, "Agreeing to Disagree: Security Council Resolution 1441 and Intentional Ambiguity," *Global Governance* 10 (2004): 165-186 [e-journals]

Richard B. Miller, "Justifications of the Iraq War Examined," *Ethics and International Affairs* 22, 1 (2008): 43-67 [e-reserve]

Recommended Reading:

Whitley Kaufman, "What's Wrong with Preventative War? The Moral and Legal Basis for the Use of Preventative Force," *Ethics and International Affairs* 19, 3 (2005) [e-journals]

Oct 7 The Use of Force After 9-11 (II): Humanitarian Intervention and the Responsibility to Protect

Required Reading:

Alex DeWaal, "Darfur and the failure of the responsibility to protect," *International Affairs* 83, 6 (2007): 1039-1054 [e-reserve]

Touko Piiparinen, "The Lessons of Darfur for the Future of Humanitarian Intervention," *Global Governance* 13 (2007): 365-390 [e-journals]

Alex J. Bellamy, "Conflict Prevention and the Responsibility to Protect," *Global Governance* 14, 2 (2008): 135-156 [e-reserve]

Oct 9 Special Session of the UNSC on the Crisis in Zimbabwe (Day 1)

Oct 14 Special Session of the UNSC on the Crisis in Zimbabwe (Day 2)

Oct 16 No Class Session (Fall Break)

MODULE # 3
HUMAN RIGHTS AND INTERNATIONAL HUMANITARIAN LAW

1. LEARNING OBJECTIVES

By the end of this module you will be better able to:

- comprehend the basic elements of human rights and international humanitarian law;
- understand and evaluate recent events and developments in the promotion and enforcement of human rights standards;
- plan, research, and write an analytical article for a lay or non-specialist audience.

2. MAIN ASSIGNMENT (INDIVIDUAL)

Situation/Problem

You are currently working as a writer at a major news magazine. Your editor has just announced to the staff that the upcoming edition of the magazine will have a special focus on recent events and developments in human rights and international humanitarian law. As one of the magazine's top writers, you have been given the task of researching and writing one of several major articles that will be featured in this edition. The specific details of your assignment will be determined by the magazine's editorial board and will be provided to you soon.

Your Task

Your task is to prepare an analytical article suitable for publication in a major weekly or monthly news magazine (e.g. *The Economist*, *Foreign Policy*, *Vanity Fair*). This article should be mainly text, but should follow the example of the magazine you have selected and use charts, boxes, maps, and illustrations as appropriate. Make sure that you are attentive to the type of audience that you are trying to reach.

Deadlines

The following are the deadlines for completion of the various milestones in this project:

- Wednesday, November 5 – penultimate draft to peer reviewer
- Thursday, November 6 (class) – in-class peer review
- Monday, November 10 (3:00pm) – final draft (and peer review) to Prof. Weber

Format/Requirements

Your article should be approximately 10 pages in length (double-spaced), though the actual length will depend on format, etc. It should contain the following elements:

- an appropriate cover page;
- an introduction that sets the stage for the article by describing the purpose of the article and articulating its central claims;
- a main body that addresses your issue thoroughly and in a thoughtful and interesting way, appropriate for a lay or non-specialist audience;
- charts, boxes, maps, and illustrations (as appropriate); and
- a conclusion that reiterates the main points of the article and suggests directions for further research, action, etc.

Criteria for Evaluation

The following substantive and stylistic standards will be used to evaluate your article:

Substantively, an ‘A’ paper:

- begins with an introduction that describes the purpose of the article, articulates its central claims, etc.;
- addresses your issue in a thoughtful and interesting way, appropriate for a lay or non-specialist audience;
- is cogent, well-organized and persuasively structured;
- provides sufficient and appropriate arguments, evidence, quotations and examples;
- ends with a conclusion that reiterates the main points of the article; and
- demonstrates a superior level of critical, analytical and original thought.

Stylistically, an ‘A’ paper:

- includes an appropriate cover page;
- is divided into logical sections with clear section headings;
- uses charts, graphs, boxes, etc. appropriately and effectively;
- uses language that is appropriate for a news magazine article;
- is largely free of errors in grammar, punctuation, diction, spelling and format;
- correctly acknowledges and documents sources in a manner appropriate for a news magazine article; and
- exhibits an exemplary level of overall polish and attention to detail.

3. CLASS SESSIONS

Oct 21 Human Rights and the United Nations System

Required Reading:

Joyner, *International Law in the 21st Century*, Chapter 4, pp.69-82

Kenneth Roth, "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization," *Human Rights Quarterly* 26, 1 (2004): 63-73 [e-journals]

Leonard S. Rubenstein, "How International Human Rights Organizations can Advance Economic, Social, and Cultural Rights: A Response to Kenneth Roth," *Human Rights Quarterly* 26, 4 (2004): 845-865 [e-journals]

Assignment:

- Write a 2 page paper analyzing a specific campaign undertaken by a human rights organization to address a current violation of international human rights law

Oct 23 International Humanitarian Law/The Laws of War

Required Reading:

Joyner, *International Law in the 21st Century*, Chapter 7, pp. 133-160 (skim pp. 136-141)

Chris De Jochnick and Roger Normand, "The Legitimation of Violence: A Critical History of the Laws of War," *Harvard International Law Review* 35, 1 (1994): 49-95 [e-reserve]

Kenneth Roth, "The Law of War in the War on Terror," *Foreign Affairs* 83, 1 (2004) [e-journals]

Recommended Reading:

Claudia Aradau, "Law Transformed: Guantanamo and the 'other' exception," *Third World Quarterly* 28, 3 (2007): 489-501 [e-journals]

Oct 28 Mechanisms for Accountability (I): Universal Jurisdiction

Required Reading:

Henry A. Kissinger, “The Pitfalls of Universal Jurisdiction,” *Foreign Affairs* 80, 4 (2001): 86-96 [e-reserve]

Kenneth Roth, “The Case for Universal Jurisdiction,” *Foreign Affairs*, 80, 5 (2001): 150-154 [e-journals]

Madeleine Davis, “Externalized Justice and Democratisation: Lessons from the Pinochet Case,” *Political Studies* 54, 2 (2006): 245-266 [e-journals]

Oct 30 Mechanisms for Accountability (II): International Criminal Tribunals

Required Reading:

Christopher Rudolph, “Constructing an Atrocities Regime: The Politics of War Crimes Tribunals,” *International Organization*, 55, 3 (2001): 655-691 [e-journals]

Peter Uvin and Charles Mironko, “Western and Local Approaches to Justice in Rwanda,” *Global Governance* 9, 2 (2003) [e-journals]

Beth K. Dougherty, “Right-sizing international criminal justice: the hybrid experiment at the Special Court for Sierra Leone,” *International Affairs* 80, 2 (2004): 311-328 [e-journals]

Nov 4 Mechanisms for Accountability (III): The International Criminal Court

Required Reading:

Kenneth A. Rodman, “Compromising Justice: Why the Bush Administration and the NGOs are Both Wrong About the ICC,” *Ethics and International Affairs* 20, 1 (2006) [e-journals]

Elizabeth Rubin, “If Not Peace, Then Justice,” *The New York Times Magazine*, April 2006 [available online]

Adam Branch, “Uganda’s Civil War and the Politics of ICC Intervention,” *Ethics and International Affairs* 21, 2 (2007): 179-198 [e-reserve]

Recommended Reading:

Robert C. Johansen, “The Impact of US Policy toward the International Criminal Court on the Prevention of Genocide, War Crimes, and Crimes Against Humanity,” *Human Rights Quarterly* 28, 2 (2006): 301-331 [e-journals]

Steven C. Roach, “Courting the Rule of Law? The International Criminal Court and Global Terrorism,” *Global Governance* 14 (2008): 13-19 [e-journals]

Nov 6 In-Class Peer Review

MODULE # 4 GLOBAL ECONOMIC GOVERNANCE

1. LEARNING OBJECTIVES

By the end of this module you will be better able to:

- think critically and theoretically about the nature of contemporary global economic governance;
- understand and evaluate the role of international financial institutions in global economic governance; and
- assess efforts to promote human development in the context of the current era of globalization.

2. MAIN ASSIGNMENTS (GROUP AND INDIVIDUAL)

Situation/Problem

The Ford Foundation, an independent, nonprofit and nongovernmental organization concerned with strengthening democratic values, reducing poverty and injustice, promoting international cooperation, and advancing human achievement, has just announced a new initiative to strengthen accountability in global economic governance. The goal of this initiative is to generate specific projects and/or advocacy campaigns that will help to address the problem of accountability of global economic governance – a problem that is reflected in the widespread criticism of the role of International Financial Institutions and Multinational Corporations in the developing world and that has already led to various initiatives including the Women’s Eyes on the Bank campaign, the UN Global Compact, and the movement for corporate social responsibility.

To launch this new initiative, the Ford Foundation has invited several NGOs working in this area to submit proposals for specific projects or advocacy campaigns focused on strengthening accountability in global economic governance. These proposals will be presented at a two-day workshop sponsored by Ford. Funding decisions will be announced at the end of the workshop.

Your Task

Working with the students in your small group, your task is to represent your NGO at the Ford Foundation workshop, scheduled for December 2-4, 2008. This will involve participating in a working session with other NGOs (Day 1) and then presenting your proposal to program officers from the Ford Foundation (Day 2). Please note that you will be expected to distribute an outline of your proposal prior to your presentation. Presentations will be followed by a brief question and answer period.

Your final assignment for this course will be a take-home exam (essay format). Further details will be announced in class.

3. CLASS SESSIONS

Nov 11 Neoliberal Globalization and the Transformation of Governance

Required Reading:

Stephen Gill, "Globalization, Market Civilization and Disciplinary Neoliberalism," *Millennium* 24, 3 (1995): 399-422 [e-reserve]

Nov 13 The World Bank, the IMF, and the 'Washington Consensus'

Required Reading:

William K. Tabb, "The Bretton Woods Institutions in Operation," in *Economic Governance in the Age of Globalization* (New York: Columbia University Press, 2004): 184-219 [e-reserve]

Recommended Reading:

Jean Grugel, Pia Riggirozzi, and Ben Thirkell-White, "Beyond the Washington Consensus? Asia and Latin America in search of more autonomous development," *International Affairs* 84, 3 (2008): 499-517 [e-reserve]

Nov 18 The World Trade Organization

Required Reading:

Joyner, *International Law in the 21st Century*, Chapter 11, pp. 253-283 (especially pp. 256-261 and 267-273)

Kevin P. Gallagher, "Understanding Developing Country Resistance to the Doha Round," *Review of International Political Economy* 15, 1 (2008): 62-85 [e-reserve]

Recommended Reading:

Robert Hunter Wade, "What strategies are viable for developing countries today? The World Trade Organization and the shrinking of 'development space'," *Review of International Political Economy* 10, 4 (2003): 621-644 [e-journals]

Nov 20 The United Nations: Promoting Sustainable Human Development

Required Reading:

Thomas G. Weiss, David P. Forsythe, and Roger A. Coate, "Theories of Development at the United Nations," in *The United Nations and Changing World Politics, Fourth Edition* (Boulder, Colorado: Westview Press, 2004): 221-244 [e-reserve]

Jean-Philippe Therien and Vincent Pouliot, "The Global Compact: Shifting the Politics of International Development?" *Global Governance* 12 (2006): 55-75 [e-journals]

Patrick Bond, "Global Governance Campaigning and MDGs: from top-down to bottom-up anti-poverty work," *Third World Quarterly* 27, 2 (2006): 339-354 [e-journals]

Nov 25 Corporate Responsibility for Human Rights

Required Reading:

Mahmood Monshipouri, Claude E. Welch, Jr., Evan T. Kennedy, "Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities," *Human Rights Quarterly* 25, 4 (2003): 965-989 [e-journals]

Andrea Boggio, "The Global Enforcement of Human Rights: The Unintended Consequences of Transnational Litigation," *International Journal of Human Rights* 10, 4 (2006): 325-340 [e-reserve]

Recommended Reading:

Morton Winston, "NGO Strategies for Promoting Corporate Social Responsibility," *Ethics and International Affairs* 16, 1 (2002) [e-journals]

Nov 27 No Class Session (American Thanksgiving)

Dec 2 Ford Foundation Workshop: Promoting Accountability in Global Economic Governance (Day 1)

Dec 4 Ford Foundation Workshop: Promoting Accountability in Global Economic Governance (Day 2)

APPENDIX I

PEER EVALUATION FORM – MODULE # 2

Evaluation of Team Members' Individual Contribution

Your Name: _____

Instructions: Using the grading scale that appears on page 4 of your course syllabus, evaluate the contribution of each member of your group to the collective effort. Please include any written comments at the bottom of the page.

Group Member's Name

**Individual Grades
(Written Report/Simulation)**

1. _____

2. _____

3. _____

4. _____
