GLOBAL GOVERNANCE

POLITICAL SCIENCE 221
FALL 2010

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Location: C 107
Time: 1:20-2:50 TR

Office: C 203A
Office Hours: 3:00-4:00 TR (or by appointment)

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?

This course counts as a framework course for the College’s concentration in Human Rights and Humanitarianism.

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;
- apply what you have learned to address real world problems;
- 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. GRADING

Grades for the course will be calculated as follows:

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

* Class participation includes: active engagement in class discussions and in-class simulations; on-time completion of all drafts; participation in other course-related activities.

** Please note that you are required to hand in hard copies of all of your course assignments. Late papers will be penalized.

Grade Scale

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<th>Grade</th>
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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.

IV. REQUIRED TEXTS

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


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 Foundation’s 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:

- Monday, September 27 – penultimate draft to peer reviewer
- Tuesday, September 28 (class) – in-class peer review
- Friday, October 1 (noon) – 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

Sep 7       Introduction and Course Organization

Sep 9       What is ‘Global Governance’?

Required Reading:


Sep 14      Contemporary Global Governance (I): The Role of the State

Required Reading:

Joyner, International Law in the 21st Century, Chapter 2, pp. 33-38

Sep 16       Contemporary Global Governance (II): The Role of International Organizations

Required Reading:


Sep 21       Contemporary Global Governance (III): The Role of Global Civil Society

Required Reading:


Sep 23       Contemporary Global Governance (IV): Leadership in Global Governance – A Concert of Democracies?

Required Reading:


Sep 28       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

The principle of the 'responsibility to protect' human beings from genocide, ethnic cleansing, war crimes and crimes against humanity was endorsed by the United Nations General Assembly in 2005 and twice reaffirmed by the Security Council (Resolutions 1674 and 1894). While these endorsements drew praise from many in the international community, the principle of the 'responsibility to protect' (R2P) continues to be the focus of considerable criticism and debate. On the one hand, certain governments have criticized R2P as a 'Trojan horse' for the legitimization of unilateral military intervention. On the other hand, some advocates of R2P have criticized the principle – which they label 'R2P lite' – arguing that without clear criteria to guide international decision-making in times of major humanitarian crises, the principle is inadequate. Both of these criticisms have been expressed for as long as the concept of R2P has been around, but they have been fueled by recent events.

In response to these criticisms, and in an effort to forge a deeper consensus on R2P, UN Secretary General Ban Ki-moon, in 2008, challenged the UN membership to translate its 2005 commitment from 'words to deeds'. In January 2009, the Secretary General published his own report on implementing R2P, however many key issues remain. Given this situation, the Secretary-General has asked the president of the United Nations Security Council to convene a special session on implementing the Responsibility to Protect. This two-day session has been scheduled for October 21 and 26, 2010.

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 one or more of the key issues/problems involved in implementing R2P. Please note that it would be wise to consult with me, as early as possible, on the focus of your report.

In part two of your assignment, each team will represent one member of the United Nations Security Council at a Special Session on R2P scheduled for October 21 and 26, 2010. An agenda for this session will be distributed on October 14th.
Deadlines
The following are the deadlines for completion of the various milestones in this project:

- Wednesday, October 20 (noon) – final group reports to Prof Weber
- Thursday, October 21 and Tuesday, October 26 – UNSC Simulation

Format/Requirements
Your report should be 12-15 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 30 The United Nations and the Use of Force

Required Reading:


Oct 5 Humanitarian Intervention in the 1990s: Moral, Legal, and Political Issues

Required Reading:


Oct 7 The Rwandan Genocide and the Failure to Intervene

Required Reading:

In-Class Video:
“The Triumph of Evil”


Assignment:

There will be a short writing assignment on this year’s International Roundtable. Details TBA.
Oct 12 The Use of Force After 9-11: The Iraq War

**Required Reading:**


Oct 14 From Humanitarian Intervention to the Responsibility to Protect

**Required Reading:**


**Recommended Reading:**


Oct 19 No Class Session (Meet in small groups)


Oct 28 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.

Please note that your objective in this article is not only to inform your reader about your specific topic, but also to address more generally what your topic tells us about global governance in this area.

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:

• Tuesday, November 16 (class) – peer review guidelines will be handed out
• Monday, November 22 (noon) – 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 it 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

Nov 2 Human Rights and the United Nations System

Required Reading:

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


Nov 4 International Humanitarian Law/The Laws of War

Required Reading:


Nov 9 Mechanisms for Accountability (I): Universal Jurisdiction

Required Reading:


Recommended Reading:

Nov 11  Mechanisms for Accountability (II): International Criminal Tribunals

Required Reading:


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 16  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]


Recommended Reading:

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 workshop sponsored by Ford. Funding decisions will be announced at the end of the workshop.

Your Task

Working in teams, your task is to represent your NGO at the Ford Foundation workshop scheduled for December 9, 2010. This will involve preparing a proposal for a specific project or advocacy campaign focused on strengthening accountability in global economic governance and presenting this proposal to the program officers from Ford. 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 18  Neoliberal Globalization and the Transformation of Governance

Required Reading:


Nov 23  The World Bank, the IMF, and the ‘Washington Consensus’

Required Reading:


TBA

Nov 25  No Class Session (American Thanksgiving)

Nov 30  The World Trade Organization

Required Reading:


Recommended Reading:

Dec 2  The United Nations: Promoting Sustainable Human Development

**Required Reading:**


**Recommended Reading:**


Dec 7  Corporate Responsibility for Human Rights

**Required Reading:**


Dec 9  Ford Foundation Workshop: Promoting Accountability in Global Economic Governance
APPENDIX I

PEER EVALUATION FORM – MODULE #2

Evaluation of Team Members' Individual Contribution

Your Name: ____________________________________________

Instructions: Using the grading scale that appears on page 3 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.

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<th>Group Member's Name</th>
<th>Individual Grades (Written Report/Simulation)</th>
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