POL 435: GLOBAL GOVERNANCE

Dr. Rosco Williamson   Office: Colt 112 (or FaceTime, call, Zoom, e-mail, etc.)
Fall 2020   619-252-4515 (cell)   849-2672 (office)   rwilliam@pointloma.edu

Course Materials
- Margaret Karns and Karen Mingst (2010), *International Organizations: The Politics and Processes of Global Governance*, 2nd ed. (Lynne Rienner Publishers)
- Martha Finnemore (2004), *The Purpose of Intervention: Changing Beliefs about the Use of Force* (Cornell University Press)
- Daniele Archibugi (2015), *The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy* (Princeton University Press)
- Amrita Narlikar (2005), *The World Trade Organization: A Very Short Introduction* (Oxford)

Student Learning Outcomes
When we talk about governance at the international level we tend to think in terms of extremes: an anarchic environment where every state is only out for itself *or* the creation of a single World Government (complete with black helicopters and the Antichrist). But, as is often the case, a real examination of the world falls somewhere in between – *governance*, rather than *anarchy* or *government*.

Technology, globalization, and changing ideas about "humanity" have meant that many of the issues on the international governance agenda reach more deeply into what were previously exclusively "national" domains – human rights being a prime example. Other issues involve effects from which no society can exclude itself – like climate change or polio eradication. And increasingly nation-states are not the only actors with power – for example transnational corporations and the United Nations. These developments signal a gradual shift from an "inter-national" to a "global" governance agenda. But the shift has also triggered political resistance from groups that feel threatened by these changes.

Governance implies a system of rule – but this begs a lot of questions: who makes the rules, who enforces the rules, are the rules fair, do the rules work, etc. In democracies, for example, many of these are answered by the phrase "the will of the people" and their chosen institutions of government. But, at the global level, there aren't clear mechanisms to measure the will of the "people" and there is a lack of strong government-like institutions. So, is "global governance" even possible? The answer is yes, but we have to know what we're looking for.

The learning outcomes of the class are that we will (1) understand the key issues and actors in global governance, (2) examine some of the current global problems and consider what potential solutions will be effective and why, and (3) wrestle with ideas such as "justice," "peace," "freedom," "responsibility," and others to gain a deeper understanding of what the world could, should, and does look like. Finally, I would hope that a central outcome would be that each of us realizes the things in the world that we care about and gains a greater insight into how we can each make a difference in the world.

Program Learning Outcomes – Political Science
PLO #2: You will be able to evaluate, design, and apply social science research with regard to political phenomena
- Project

PLO #3: You will be able to understand and critically assess the processes, theories, and outcomes of political institutions and political behavior
- Exams

PLO #6: You will be able to demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument
- Project presentation

Program Learning Outcomes – International Studies

PLO #2: You will be able to critically analyze issues of global significance using knowledge and techniques from more than one academic discipline
- Exams
- Reading assignments

PLO #3: You will be able to make informed, reasoned, and ethical judgments in matters relating to issues of international public action
- Project and project presentation

Program Learning Outcomes – Environmental Science

PLO #1: You will be able to demonstrate an understanding of the process of science and of the concepts and theories of biology across a broad range of organizational levels: molecular, cellular, organismal, and ecological (population, community, ecosystem)
- Project and project presentation
- Exams
- Reading assignments

Make-ups

NO MAKE-UP EXAMS OR QUIZZES WILL BE ALLOWED WITHOUT A UNIVERSITY-APPROVED EXCUSED ABSENCE OR DOCTOR'S WRITTEN PERMISSION. Any student receiving a university-approved excused absence should contact the professor BEFORE the absence to arrange a time to make-up the missed exam.

Our new COVID lifestyles sort of messes with this. Obviously, if something happens outside of your control (e.g. Internet goes down, computer becomes self-aware and takes over the world, hospitalization, etc.), let me know as soon as possible so we can work something out. Just a personal plea: make-ups are a lot more work for me and raise the chance that I might lose track of your work, so please do everything you can to keep these to a minimum (or zero). Sleeping in, forgetting, etc. do NOT qualify for make-ups.

Honors System

Because we aren't physically in the same space, I can't ensure that you are keeping honest during a quiz or an exam. Unless I say otherwise, all quizzes and exams will have NO OPEN NOTES (or open Internet or any other method of getting the answers other than from your own head). I know none of you are "Cheaters," but the COVID distance situation we're in will provide lots of *opportunity* for dishonesty. So, the best I can do is to ask that we all abide by the Honor's System and agree and commit with each other to doing our work honestly.

Course Grading

The following is the breakdown of how the final grade will be determined:

20%	Exam #1
15%	Exam #2
20%	Exam #3
30%	Project and Presentation
5%	Reading Assignments
10%	Attendance and Participation

Project and Presentation

Each student will be asked to do a project in order to apply the information learned in this course. More information on the project and the subsequent presentation of your findings in class will be discussed in class. On Canvas you can find a list of potential topics for the project. This list is not exhaustive, but if you want to do a topic not on the list, you'll need to clear it with the professor. Students are encouraged to work together with other students on these projects for the best result, though each student must do his or her own topic.

Reading Assignments

In order to ensure that everyone is keeping up with the reading, there will be occasional assignments due the following class period. They will not be particularly difficult, but they will ask you to respond to the reading. These assignments must be typed and turned in on Canvas before the start of the next class period.

Attendance and Participation

Attendance is very important in an upper-division course since this is the forum in which we discuss all these ideas more in depth. Attendance is 5% of the total grade and will be calculated in the following manner:

# of classes missed	Attendance grade
0-1	5
2-3	4
4	3
5	2
6	1
7	0
8	dropped from course

Participation is a subjective measure of the how involved in class discussions a student is. Quantity does not impress as much as quality. However, everyone should participate and 5% of the total grade will be a subjective judgment of how well you added to class discussions.

OFFICIAL INFORMATION

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day.** No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual

or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition: A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes (roughly 10 hours per week, including class sessions). The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Mission   To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE ZOOM ETIQUETTE

- **Have both Zoom and Canvas open and available during our sessions.**

  - You can do a split screen on your computer or use multiple devices.

  - During some classes we will use links on Canvas and will do online work.

- **Take notes in whatever way is most helpful to you – but definitely take notes**

  - Having a notebook next to you to jot down ideas and questions is helpful for when we discuss together!

  - Your brain better remembers things you physically write down.

- **Set up a quiet, distraction-free environment before you log on.**

  - This might be challenging, but do your best! Treat our Zoom meeting in the same way you would if you were sitting in class.

  - Come up with a little ritual that let's your brain know you're starting class (and ending it)

- **Avoid multitasking.**

  - Please do not text or email or do other online work during our time together.

- **Keep your audio on mute until you want to speak.**

- **Enable your video so that we can see you and connect with you.**

  - There are times when you may need to disable video (for instance, in order to minimize the activity on your internet connection or if there is a lot of activity going on in your video) – but try to make your "default" having the video on so we can be present together

- **Answer questions or provide comments in the chat feature when it is appropriate.**

  - On the bottom of the Zoom window, click on "Participants" and "Chat." Two pop-up windows will open on the right side of your screen.

  - I will probably not follow Chat during class (too many things going on).

- **Be respectful of whoever is speaking, whether a prof or fellow student.**

- **Please speak up and let your ideas be heard!**

  - When you want to speak, use the "Raise Hand" feature (on the bottom left of the Participants window).

  - Be sure to unmute yourself to talk.

  - If I don't see your hand raised, please feel free to unmute your mic and say "Hey Rosco."

GLOBAL GOVERNANCE

Schedule of Lectures and Readings (these may change over the semester – always check Canvas)
*KM = Karns and Mingst, WTO = Narlikar book

PART I: THE STRUCTURE OF GLOBAL GOVERNANCE

Section A: What Is Global Governance?

8/17	**Course Introduction**	
8/19	**Global Governance, not International Relations**	**KM 1-20; Canvas**
8/21	**Some Global Governance Problems**	**WTO 1-42**
8/24	**Constructivism and Other Theories of GG**	**KM 20-42**
8/26	**Collective Action Problems**	**KM 43-74; Canvas**
8/28	**Collective Action Problems II**	**KM 75-108**

Section B: The Primary Institutions and Actors of Global Governance

8/31	**What Role Does the United Nations Play?**	**KM 109-48**
9/2	**Does the UN "Work"?**	**KM 148-60; Canvas**
9/4	**Globalization Today**	**Bulkeley ch. 4; Canvas**
9/7	**The European Union and Regional Organizations**	**KM 161-95, 220-29**
9/9	**Nation-States and Non-state Actors**	**KM 239-78; Canvas**

Section C: International Law: The Language of Global Governance

9/11	**What is International Law?**	**Canvas**
9/14	**What's Your Law Got To Do With Me?**	**Canvas**

PART II: HUMAN DEVELOPMENT

Section A: Human Rights

9/16	**The Development of the Concept of "Human Rights"**	**KM 467-510**
9/18	**Human Rights Issues in Action**	**KM 510-28; Canvas**

Section B: The Global Economy

9/21	**The Development of the International Economy**	**KM 379-408; WTO 42-58**
9/23	**International Economic Institutions**	**KM 408-31; WTO 85-98**
9/25	**MID-TERM EXAM #1**	

PART III: PEACE AND SECURITY

Section A: Collective Security

9/28   War and Collective Security   KM 279-317
9/30   Peacekeeping and Beyond   KM 317-53; Canvas
10/2   The Anti-globalization Movement   KM 431-66; WTO 99-121

Section B: Constructivism at Work: The Evolution of Use of Force Norms and Law

10/5   Legal Norms on the Use of Force   Finnemore Ch. 1
10/7   The Development of International Humanitarian Law   Finnemore Ch. 3
10/9   Changes in the Use of Force Historically   Finnemore Ch. 4
10/12 General Ideas about Change in GG   Finnemore Ch. 5

Section C: Evolving Global Mechanisms to Reduce Violence

10/14 War Crimes and Crimes against Humanity   Canvas
10/16 Arms Control   KM 353-66; Canvas
10/19 Counter-Terrorism   KM 366-78; Canvas
10/21 International Crime Prevention   Canvas
10/23 **MID-TERM EXAM #2**

PART IV: ENVIRONMENTAL ISSUES

10/26 Tossing Trash Out the Car Window   KM 529-44
10/28 International Environmental Law   KM 544-58
10/30 Deforestation and Global Warming   KM 558-72
11/2   Sustainable Development   Canvas

PART V: WHAT *SHOULD* GLOBAL GOVERNANCE LOOK LIKE?

11/4   Presentations   Archibugi 1-20
11/6   Presentations   Archibugi 20-40
11/9   Presentations   Archibugi 40-71
11/11 Presentations   Archibugi 72-97
11/13 Presentations   Archibugi 97-122
11/16 Presentations   Archibugi 123-49
11/18 Presentations   Archibugi 206-25
11/20 Presentations   Archibugi 274-87
11/23 Presentations   KM 573-92

Final: Monday, November 30, 1:30-4:00 pm

Course Outline

I. The Structure of Global Governance
A. What Is Global Governance?
1. Global Governance, not International Relations
2. Some Global Governance Problems
3. Constructivism and Other Theories
4. Collective Action Problems
B. The Primary Institutions and Actors
1. The United Nations
a. What Role Does It Play?
b. Does the UN "Work?"
2. Regional Organizations
3. Globalization
4. Nation-States and Non-State Actors
C. International Law: The Language of Global Governance
1. What Is International Law?
2. What's Your Law Got to Do with Me?

II. Human Development
A. Human Rights
1. The Development of the Concept of "Human Rights"
2. Human Rights Issues in Action
B. The Global Economy
1. The Development of the International Economy
2. International Economic Institutions
3. The Anti-Globalization Movement

III. Peace and Security
A. Collective Security
1. War and Collective Security
2. Peacekeeping and Beyond
B. Constructivism at Work
1. Legal Norms on the Use of Force
2. The Development of International Humanitarian Law
3. Changes in the Use of Force Historically
4. General Ideas about Change
C. Evolving Global Mechanisms to Reduce Violence
1. War Crimes and Crimes Against Humanity
2. Arms Control
3. Counter-Terrorism
4. Transnational Crime Prevention

IV. Environmental Issues
A. The Foundations of International Law on the Global Environment
1. Throwing Trash Out the Car Window
2. International Environmental Law
B. Applying International Environmental Laws and Norms
1. Deforestation and Global Warming
2. Sustainable Development

V. What *Should* Global Governance Look Like?