POL 4035: GLOBAL GOVERNANCE

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Course Materials
- Margaret Karns and Karen Mingst (2024), *International Organizations: The Politics and Processes of Global Governance*, 4th ed. (Lynne Rienner Publishers)
- Pamela S Chasek and David L Downie (2021), *Global Environmental Politics*, 8th ed. (Routledge)
- Daniele Archibugi (2015), *The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy* (Princeton University Press)

Student Learning Outcomes
When we talk about governance at the international level we tend to think in terms of extremes: either 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, 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.

Course Grading
The following is the breakdown of how the final grade will be determined:
        15%   Exam #1
        15%   Exam #2
        20%   Exam #3
        25%   Project and Presentation
        10%   Reading Assignments
        15%   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 that will be 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 7% of the total grade and will be calculated in the following manner:

# of classes missed	Attendance grade
0-1	7
2	6
3	5
4	4
5	3
6	2
7	1
8	0
9	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 8% 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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence Policy
You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Your work should be your work. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy
PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's

responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

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

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.

GLOBAL GOVERNANCE

Schedule of Lectures and Readings (these may change over the semester – always check Canvas)
*KM = Karns and Mingst, CD = Chasek and Downie

PART I: THE STRUCTURE OF GLOBAL GOVERNANCE

Section A: What Is Global Governance?

9/3	Course Introduction	
9/5	Global Governance, not International Relations	KM 1-21; Canvas
9/8	Some Global Governance Problems	Canvas
9/10	Constructivism and Other Theories of GG	KM 21-44
9/12	Collective Action Problems	KM 44-72; Canvas
9/15	Collective Action Problems II	KM 73-108

Section B: The Primary Institutions and Actors of Global Governance

9/17	What Role Does the United Nations Play?	KM 109-50
9/19	Does the UN "Work"?	KM 150-62; Canvas
9/22	Globalization Today	Bulkeley ch. 4; Canvas
9/24	The European Union and Regional Organizations	KM 163-97, 219-27
9/26	Nation-States and Non-state Actors	KM 241-68; Canvas

Section C: International Law: The Language of Global Governance

9/29	What is International Law?	Canvas
10/1	What's Your Law Got To Do With Me?	Canvas

PART II: HUMAN DEVELOPMENT

Section A: Human Rights

10/3	The Development of the Concept of "Human Rights"	KM 423-67
10/6	Human Rights Issues in Action	KM 467-80; Canvas

Section B: The Global Economy

10/8	The Development of the International Economy	KM 359-86
10/10	International Economic Institutions	KM 386-422
10/13	**MID-TERM EXAM #1**	

PART III: PEACE AND SECURITY

Section A: Collective Security

10/15	War and Collective Security	KM 269-304
10/17	Peacekeeping and Beyond	KM 304-32; Canvas

Section B: Evolving Global Mechanisms to Reduce Violence

10/20	War Crimes and Crimes against Humanity	Canvas
10/22	Arms Control	KM 332-47; Canvas
10/24	No Class	
10/27	International Crime Prevention	Canvas

PART IV: ENVIRONMENTAL ISSUES

10/29	Global Environmental Politics	DC 1-36
10/31	Major Players	DC 44-81
11/3	Ozone and Hazardous Waste	DC 87-102, 117-25
11/5	Climate Change	DC 102-17, 150-52
11/7	Biodiversity Loss	DC 164-82
11/10	Endangered Species and Land Degradation	DC 182-207
11/12	Making Effective Regimes	DC 216-51
11/14	Sustainable Development	DC 257-84
11/17	The Future	DC 291-309
11/19	**MID-TERM EXAM #2**	

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

11/21	The Archibugi Book	Archibugi 1-20
11/24	Presentations	Archibugi 20-40
11/26	No Class	
11/28	No Class	
12/1	Presentations	Archibugi 40-71
12/3	Presentations	Archibugi 72-97
12/5	Presentations	Archibugi 97-122
12/8	Presentations	Archibugi 123-49
12/10	Presentations	Archibugi 206-25
12/12	So What?	Archibugi 274-87

Final: FRIDAY, December 19, 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

III. Peace and Security
- A. Collective Security
    1. War and Collective Security
    2. Peacekeeping and Beyond
- B. Evolving Global Mechanisms to Reduce Violence
    1. War Crimes and Crimes Against Humanity
    2. Arms Control
    3. International Crime Prevention

IV. Environmental Issues
- A. Global Environmental Politics
- B. Major Players
- C. Specific Regimes
    1. Ozone and Hazardous Waste
    2. Climate Change
    3. Biodiversity Loss
    4. Endangered Species and Land Degradation
- D. Making Effective Regimes
- E. Sustainable Development
- F. The Future

V. What *Should* Global Governance Look Like?