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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2020

Institutions of Global Governance

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Institutions of Global Governance
DIPL 2109 AA, AB
Seton Hall School of Diplomacy
Spring 2020

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce students to the process and difficulties of managing global problems through different forms of global governance. Although for the past few centuries, nation-states have been and continue to be the major actors in world politics, alternative actors—including inter-governmental, non-governmental organizations, transnational social movements, and, in some instances, private corporations—have emerged to address problems that nation-states either cannot or will not. In some instances, these newer international institutions have been created directly to counter the enormous power of nation-states themselves. Two critical questions will underlie our discussions in this course: First, to what extent are existing institutions of global governance well-suited to tackling global problems? Second, are these institutions, including nation-states, responsive and accountable to the world's citizens?

To investigate these questions, and to gain a better understanding of the role that institutions of global governance play in addressing global problems, we begin the course by reviewing the evolution of global institutions and the theories that underlie the role they play to provide order and address problems in international relations. We then turn our focus to four major global problem areas: international security threats; economic globalization and economic security; human rights and human security; and the global environment. All are problems that extend beyond national borders, and require some type of collective, coordinated, transnational response.

If the course succeeds, students should gain a better understanding of the context, scope, and complexity of some of the most critical problems facing all of us in the 21st century. They should also be able to identify and assess critically the types of institutional channels through which these problems are being addressed, and to think analytically about the varying perspectives that different international actors bring to every problem. Finally, by the end of the course, students should be familiar with the scholarly debates about the role and efficacy of institutions of global governance.

COURSE MATERIALS

There are two required texts for the course.

Required Texts:

Karen A. Mingst, Margaret P. Karns and Alynna Lyon, The United Nations in the Twenty-First Century, 4th ed. (Boulder, CO: Westview Press, 2016). 4th edition.

Paul F. Diehl and Brian Frederking, ed., The Politics Global Governance: International Organizations in an Interdependent World, (Lynne Reinner: London, 2015), 5th edition.

Ant additional required readings will be posted electronically on Blackboard, or linked (with hypertext) on the syllabus.

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COURSE REQUIREMENTS

1. Class Participation and Attendance (15%)
2. Global Governance in the News: Two assignments (10% each, 20% total)
3. Two (3-4 page, 750-1000 word) papers (15% each, 30% total)
4. Midterm multiple choice in-class quiz (15 minutes) (10%)
5. In-Class Essay and Multiple Choice exam Thur. May 3rd (25%)

ASSIGNMENTS

1. **Attendance and participation (15%)**. Our class meets once a week. It's important that you attend every class, and come prepared to participate. Two or more unexcused absences from class will adversely affect your final grade. Consistent lateness to class will also adversely affect your final grade. If you do miss a class, it is your responsibility to find out what you missed, including any added assignments or changes in the reading assignment. Coming to class prepared means keeping up with assigned readings. Keep in mind: you do not have to understand everything you read, but you must take an effort to grapple with ideas and concepts in the readings. Putting in the effort is the **ONLY** way to learn. Please also silence electronic devices (see electronics policy below).
2. **Global Governance in the News (2 x 10%, 20% total)**. For the duration of this course (and, ideally, beyond!) you will be responsible for keeping up with global governance in the news. Students will work in groups of three or four for this assignment. You will be assigned news groups during the second week of classes. Each group will work together two times during the semester on dates designated on the syllabus. Groups will present to the class a current event, of their choosing, in which the UN or other institutions of global

governance is featured. Assignment details are found under the "Assignment tab" on Blackboard.

3. **Two Semester Papers (2 x 15%, total 30%).** Prepare 2 papers of three to four pages in length. On the dues dates of each paper, you should be prepared to briefly discuss your papers with the class. Assignment details are included at end of this syllabus.

Topics and due dates:

1. **Introduction to an IGO:** Due Friday., Feb. 7.

2. **The UN in 2040:** Due Friday, April 24.

NO LATE PAPERS will be accepted.

4. **Multiple Choice Quiz (10%).** On Friday, Feb 28. the day before spring break, there will be 15-minute multiple choice quiz on key concepts in global governance that are covered in the first half of the semester.

5. **In-Class Writing and Multiple Choice Questions (25%):** The final assignment for the course will be an in-class essay that you will write in response to one question (out of a set of questions distributed in the class prior to the exam) that asks you to think analytically about process of global governance. To prepare, you will write drafts or take notes on the set of questions at home, using in-class readings for support, and use this draft or your notes to write your essays during class time. You will not know which of the questions you will be asked to write on during class time. The multiple-choice questions will cover basic information about IOs and global governance that anyone taking this course should know by the end of the term. The in-class assignment will take place on May 1, the last day of class.

COURSE SCHEDULE AND READING ASSIGNMENTS

I. INTRODUCTION AND OVERVIEW: GLOBAL GOVERNANCE IN HISTORICAL AND THEORETICAL CONTEXT

1. **What is Global Governance?** Friday, Jan. 17.
2. **What are IGOs and What Purpose do they Serve?:** Friday, Jan. 24.
 - *Mingst and Karns, chapter 1.
 - *Global Governance, Introduction.
 - *Thomas J. Volgy, et al., "Identifying Formal Intergovernmental Organizations," Global Governance, ch. 2.
 - *Kenneth W. Abbott and Duncan Snidal, "Why States Act Through Formal International Organizations," Global Governance, ch. 3.
 - **GG in the News (1)

3. **Evolution of the UN System, Actors in World Politics (States, IGOs, and INGOs) and Decisionmaking in the UN Security Council**, Friday, Jan. 31.
- *Mingst and Karns, chapter 2, pp. 21-67 (until: "The Secretariat") and chapter 3, pp. 1-107.
 - *UN Charter, Preamble, Articles 1 and 2 (in Mingst and Karns, pp. 348-349).
 - *Global Governance, Introduction to Part 2, chapter 4.
 - *Ian Hurd, "Myths of Membership: The Politics of Legitimation in UN Security Council Reform," Global Governance, ch. 4.
 - *Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," Global Governance, p. 85
 - **GG in the News (2)

II. ADDRESSING THREATS TO INTERNATIONAL SECURITY

4. **What is Collective Security? Can it Work?**, Friday, Feb. 7
- *Mingst and Karns, chapter 4, pp. 111-131.
 - *R. Aloisi, "A Tale of Two Institutions: The UN Security Council and the International Criminal Court," Global Governance, ch. , pp. 109-133.
 - *UN Charter, Chapter VI and VII, <http://www.un.org/aboutun/charter/>
 - *UN.org: <http://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>
 - ***Paper #1 Due:** Introduction to an IGO
 - *GG in the News (3)
5. **UN Peacekeeping**, Friday, Feb. 14
- *Mingst and Karns, 131-159, (until "Humanitarian Intervention").
 - *Global Governance, Introduction to Part 3, pp. 105-108.
 - *Alexandru Balas, et al, "Demanding Peace: The Impact of Prevailing Conflict on the Shift from Peacekeeping to Peacebuilding," Global Governance, ch. 6, pp. 109-133.
 - *<https://peacekeeping.un.org/en/where-we-operate> (explore this site and write down at least THREE important facts about contemporary UN peacekeeping.
 - Film: "Are UN Peacekeeping Operations in Trouble?"
 - **GG in the News (4)
7. **The Responsibility to Protect and Managing Other Types of Security Threats**, Friday, Feb. 28
- *Mingst and Karns, pp. 159-183
 - *Christopher Joyner, "The Responsibility to Protect": Humanitarian Concern and the Lawfulness of Armed Intervention," Global Governance, ch. 7, pp. 135-153
 - *Peter Wallensteen and Helena Grusell, "Targeting the Right Targets? The UN Use of Individual Sanctions," Global Governance, ch. 8.
 - *Multiple choice in-class quiz (15 minutes)

**GG in the News (5)

*****SPRING BREAK*****
No Class Friday, March 6

III. MANAGING THE GLOBAL ECONOMY

8. Major Actors in the Global Economy and What is Sustainable Development?, Friday Mar. 13

*Mingst and Karns, chapter 5, pp. 191-213 (top).

*Global Governance, Introduction to Part 4.

*Sakiki Fukuda-Parr and David Hulme, "International Norm Dynamics and the 'End of Poverty': Understanding the Millennium Development Goals," Global Governance, ch. 10.

*UN.org <http://www.un.org/en/sections/what-we-do/promote-sustainable-development/index.html>

**GG in the News (6)

9. The World Trade Organization and The European Union, Friday, Mar. 20

*Mingst and Karns, pp. 213-231

*Kennan J. Castel-Fodor, "Providing a Release Valve: The US-China Experience with the WTO Dispute Settlement System," Global Governance, ch. 12.

*Wallace J. Thies, "Is the EU Collapsing?," Global Governance, ch. 15.

**GG in the News (1)

IV. HUMAN RIGHTS AND HUMANITARIANISM

10. Enforcing Human Rights? Friday Mar. 27

*Mingst and Karns, ch. 6, pp. 235-to p 261 (until: "Case Studies...")

*Global Governance, Introduction to Part 5, pp. 299-301

*Philip Alston and Colin Gillespie, "Global Human Rights Monitoring, New Technologies, and the Politics of Information," Global Governance, ch. 18.

*UN.org <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>

**GG in the News (2)

11. Case Studies in Human Rights, Friday, Apr. 3

*Mingst and Karns, ch. 6, pp. 261-285.

*Rashida Manjoo, "Trafficking of Women: Norms, Realities, and Challenges," Global Governance, ch. 19

Film:

**GG in the News (3)

No Class Friday, April 10

12. **The International Criminal Court**, Friday, Apr. 17.
 *Rosa Aloisi, "A Tale of Two Institutions: The UN Security Council and the ICC," ch. 9.
 *"Understanding the ICC," <https://www.icc-cpi.int/iccdocs/PIDS/publications/UICCEng.pdf>
 ***Assignment:** Find the answers to your questions.
 **GG in the News (4)

V. THE GLOBAL ENVIRONMENT

13. **Protecting the Environment: Evolution of Global Environmental Institutions?**, Friday, Apr. 24
 *Mingst and Karns, ch. 7, pp. 291-305
 *Jessica F. Green, "Order out of Chaos: Public and Private Rules for Managing Carbon," ch. 17
 David Wallace-Wells, "The Uninhabitable Earth," *New York* (July 10, 2017)
<http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>
 **GG in the News (5)
 ***Paper #2 Due:** The UN in 2040.
 ***Questions for In-Class Writing Assignment Distributed.**

VI. CONCLUSIONS

14. **A Future for the UN? Global Governance in the 21st Century**, Friday, May 1
 *Mingst and Karns, Chapter 8.
 *Edward C. Luck, "Reforming the United Nations: Lessons from a History of Progress," *Global Governance*, ch. 20.
 **GG in the News (6)
 *15 minutes for multiple choice questions; 30 minutes of writing.

PAPER ASSIGNMENTS

You have two papers to produce for this course:

1. **Introduction to an IGO**, due Friday, February 7.
 2. **The UN in 2040**, due Friday, April 24.
- EACH paper should be **3 (and no more than 4) pages, double-spaced, 12 point font** - no more, no less, with regular margins – PLUS a "Reference" page.

- EACH paper should make **clear** use of course material – readings, class lectures and discussion, and relevant web sites, with proper citations (see last bullet point).
- EACH paper should have a **catchy title** that **starts** with the topic, **and** then adds something more. For example:
 - “Introduction to an IGO – NATO and the Search for Relevance in the 21st Century”
 - “The UN in 2040 – Going, Going, Gone....”
- EACH paper should include a reference page with the sources you used.
 - A website (especially for paper #1) should be referenced with more than a “URL” (or hyperlink). It should have the proper name of the website. E.g., ASEAN should be www.Asean.org);
 - For each paper you should cite at least one news source and at least one course reading.
 - **I’m not expecting an extensive bibliography, but I do want at least three sources, with proper citations.** have a reference page with a list of materials you used.

FIRST PAPER

Intro to an IGO

Due Friday, Feb 7

Pick an IGO (other than the United Nations) that interests you. Make sure your selection is an IGO, not an INGO.

Introduce the reader to your IGO.

1. Consider these 6 questions:

- a. Global or regional?
- b. Members? (Which nation-states? Why these?)
- c. General purpose or specific purpose?
- d. What purpose? (economic, financial, security, cultural, political, humanitarian)?
- e. Voting procedures? (Majority rule? Weighted voting?)
- f. Anything special or important to add?

2. **Assess its effectiveness:** Does it do its job and how well? On what criteria are you basing this evaluation? For this, find at least one news story which discusses, or mentions, your IGO. The IGO does not have to be the main feature of the news story, but must at least reference it.

3. Discuss its future: Is this organization likely to be around in 20 years? Will it take on new issues? Has it had to change its mission over the years? Might it have to?

SECOND PAPER

The UN in 2040

Due Friday, April 24.

Unlike paper number 1, this one is open-ended. It is your opportunity to look into the future -- *your* future – and think about what the world will look like in about 20 years through the perspective of the UN. Some questions to get you thinking about the future:

What critical problems will the world community be facing and how will it be addressing them? What role, if any, will the UN be playing in world politics? Will the world be more or less peaceful than it is today? Will there be a world government? Will there be more regional international organizations? Will there be more women in positions of power? Will globalization have lessened inequality between the world's haves and have-nots, or will it have exacerbated inequality? Will the U.S. be the world's hegemon, or will some other nation-state? Will nation-states be as important as they are today, or less important? Will there be more or fewer democracies in the world? If the UN continues to exist, what structural changes will have taken place?

Be speculative, be serious, be bold! But...be sure to cite at least FOUR credible sources which shaped your conclusions, including at least TWO course readings.

Criteria for evaluating class papers

NO page-long paragraphs.

A paper:

Good, clear, complete description of the problem or issue;

Good, clear arguments, each supported by evidence, with plausible examples;

May offer unique arguments, evidence missed by others;

Clear use of concepts discussed in the course;

Clear presentation of solution;

Well organized;

Few errors in sentence structure, spelling, mechanics;
Good transitions;
Complete and informative reference page;
Proper citations.

B paper:

Adequate description of problem or issue;
Advances good arguments and tries to supply evidence, examples to back up each one;
Solution is clear, but not as strongly stated as an A paper;
Ambiguous use of course concepts;
Generally a good job: clearly written with few errors; adequate transitions
Reference page is adequate; adequate citations.

C paper:

Must have some description of the problem, and argument, evidence, and solution.
However, a C paper will have one or more of these problems:
Incomplete description of the problem or issue;
Failure to address the intended audience. I.e., assumes the reader knows too much about what's in the writer's mind or what the what the subject-matter is about;
Too much is left unstated, such as reasons, evidence, or discussion of scholarly ideas;
Weak use of course concepts;
Weak or unclear solution;
Arguments are made, but not clearly stated;
No evidence or examples offered in support of one of more arguments
Some problems with: articulating ideas, transitions, organization, spelling, mechanics;
Inadequate reference page;
inadequate - incomplete citations

D paper:

Doesn't describe the problem or issue
Weakly organized, poorly developed ideas, little or no supporting evidence - examples
Wandering writing;
Overly repetitive;
Too much quoting other sources;
No use of course concepts;
No evidence of having read or used reference sources;
Generally sloppy;
Too many typos, misspelled words, poor articulation, poor transitions;
Inaccurate data;
Data-dumping with no argument

No reference page.

F paper:

Didn't do the paper

Didn't do the paper as assigned

Plagiarism