COURSE OUTLINE

September - November 2018

Course Instructor: Rianne Mahon
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Office Hours: Normally Monday 2-5

Course Objectives.

1. Review and come to understand the concept of globalisation, its varying dimensions, scales of action, and the implications for global governance.

2. Explore the varying dimensions of global governance

3. Analyse how globalizing processes shift structural forms of governance a little away from states toward messier, multi-actor ones and relationships which are contingent, contested and often lack transparency.

4. Learn about and come to understand several distinct aspects of global governance: expansion of international and global law, governance by numbers, trans-governmental and transnational activist networks, global cities, global private authority.

5. Explore the relationships between hegemony and empires and global governance.

6. Continue to improve writing and group leadership and discussion skills.

Course Requirements: In order to address these learning objectives, we need to do a lot of reading and to focus our discussions of the readings. For these reasons, I am proposing to put a special emphasis on student leadership of the seminar and on participation. Writing in the course will involve students selecting a particular aspect of global governance and submitting a two page proposal by the end of Week 4 and the paper one week after the last class.

A Participation (45%)
Normally, students will take turns to lead the discussion on one of the given readings for the week. Each reading will get a certain amount (approximately 20 minutes) of dedicated attention and we will finish the class with a more general assessment of the concepts and debates cutting across the articles.

All students will be expected to come to class with a one page document for each of the readings. It should have the following components:
1. List of key concepts and terms
2. Summary statement (four sentences maximum) of the author’s main argument. *This statement should be written in your own words as far as possible.* It should not be borrowed directly from the text of the reading.

3. Three or four issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by class time permitting. *Formulate these in the form of a question.*

**Note:** all three of these components should be focused on understanding the readings well, and not on criticizing them. Criticism should only follow *in class* when we have a good understanding of what the author is arguing.

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**Before the class, each member emails me a copy of her or his summary statements. Put all three statements in the same computer file, with your name as part of the filename.**

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**General Discussion**

a. What are the strengths and weaknesses of each of the readings? *Are there any points that are particularly problematic? Are there any points that are particularly useful or persuasive?*

b. . When the three readings are put together, how do they help us overall in our understanding of the theme of the week?

c. More generally, what do we learn about globalisation and global governance this week? Do these readings complement or contradict what we have learned in the course thus far?

d. If there was one reading this week that you would recommend to those studying globalisation and global governance, which one would it be? Why?

**Allocation of the participation grade:**

a. **Leading discussions**
   (For some thoughts on leading discussions, see Appendix below)
   15%

b. **Participation in seminar discussions**
   10%

c. **Weekly Summaries**
   20%

**B. Research Paper and Proposal**

Each student is responsible for writing a research paper of no more than 7000 words investigating a particular question of her or his choice in an area of globalisation and global governance.

The two-page proposal, which is worth 10% of the final grade, is to be submitted by the end of Week 4 and should include the following:

1. A statement of the research question to be investigated
2. A brief justification of the "globalisation/global governance" dimensions of the focus of the paper.
3. A summary of any problems or questions that you need to discuss with me before writing.
The paper is due one week after the last class for the course.

C. Academic Integrity  
**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.  
**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed as per the relevant university’s procedures.  
**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance.  
**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established.

D. Accommodation for Students with Disabilities:  
**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Course Schedule and Readings.**  
**September 11 - First Meeting of the class.**

We will go over the course outline and requirements and discuss possible changes.

**PART ONE: GLOBALISATION**  

**September 18 - Definitions of Globalisation**

Chapters 2, 4.


Petersen, Spike 2012 ‘Rethinking Theory’ *International Feminist Journal of Politics* 14(1) 5-35

**Note:** An overview of globalization thinkers can be found in:


**September 25 - Economic, Political and Cultural Aspects of Globalisation**


**PART TWO: GLOBAL GOVERNANCE**

**October 2- Overview**


Coen, David and Tom Pegram 2018 *Global Policy* 9(1) 107-113

Pouliot, Vincent and Jean-Philippe Thérien 2018 ‘Global Governance in Practice’ *Global Policy* 9(2) 163-173


**October 12 - Network Governance**


**October 16 - Global Cities and Regions**

Simon Curtis 2016 ’Cities and Global Governance: State Failure or a New Global Order?’ *Millennium* 44(3) 455-477

Kacowicz, Arie 2018 ‘Regional governance and global governance: Links and Explanations’ *Global Governance* 24(1) 61-79

**October 23 - Global Law**


Chappell, Louise 2016 *The Politics of Gender Justice at the International Criminal Court: Legacies and Legitimacy* OUP chapter 1


**October 30 - Governance by Numbers**

Davis, Kevin, Benedict Kingsbury and Sally Engle Merry 2012 ‘Indicators as a Technique of Governance’ *Law and Society Review* 46(1) 71-104


Liebowitz, Debra and Susanne Zwingel 2014 ‘Gender equality oversimplified: Using CEDAW to Counter the Measurement Obsession’ *International Studies Review* 16

**November 6 - Private Authority and Governance**

Haufler, Virginia 2016 ‘Corporations, Governance Networks and Conflict in the Developing World’ in *The New Power Politics: Networks and Transnational Security Governance* Deborah Avant and Oliver Westerwinter eds. OUP

Clapp, Jennifer and Gyorgy Scrinis 2017 ‘Big Food, Nutrition and Corporate Power’ *Globalizations* 14(4) 578-596

Collins, Andrea 2017 ‘Goal Setting and Governance: Examining the G8 New Alliance for Food Security and Nutrition with a Gender Lens’ *Global Governance* 23(30) 423-441

**November 13 - Relations with Non-State Actors**
Pingeot, Lou 2016 ‘In Whose Interest? The UN’s Rapprochement with Business in the Sustainable Development Agenda’ Globalizations 13(2) 1880202

Posthuma, Anne and Arianne Rossi 2017 ‘Coordinated governance in global value chains: supranational dynamics and the role of the ILO’ New Political Economy 22(2) 186-202

Johnson, Tana 2016 ‘Cooperation, co-optation, competition, conflict: international bureaucracies and non-governmental organizations in an interdependent world’ Review of International Political Economy 23(5) 737-767

November 20 - Hegemony and Empire


November 27 - Peering into the Future


Hale, Thomas and David Held 2018 ‘Breaking the Cycle of Gridlock’ Global Policy 9(1) 129-137


Appendix: Leading a discussion


I liked the approach and it is consistent with what we are trying to achieve in the course.

Preparing

To lead a discussion, you must be familiar with the assigned material. "Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone’s (even the leader’s) understanding. To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions
pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author's argument into your own words.

**Getting Started**

Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and begin with the questions everyone has been asked to address. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the author said" will stifle, rather than promote, discussion. Remember that a time for critical evaluation will come at the end, but only after the class has worked on its understanding of the author's arguments. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

**Sustaining Discussion**

Discussions, like sleepy horses, need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:

1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to Clara's opinion?) Or ask a specific student to respond. (Clara, do you agree with Ralph?)

2) Get students to defend or explain their opinions. (Marvin why do you say that? What's your evidence or reasoning?)

3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.

4) **Keep the class on the subject.** If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.

5) Try to give as many persons in the class as possible a chance to speak. Keep a list of who wishes to speak. Ensure that all those who have not spoken who are on your list get to speak first before a colleague gets a chance to speak an additional time.

6) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.

7) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive. Students who are not
so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (Ginny, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains for the class. You are not expected to know it all; the class is full of students who have read the same assignment that you have read. Your job is to give them a chance to talk about it and thus give others the benefits of their thinking. If any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the class reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.

**Supplementary Readings**

Following are various readings related to globalization and global governance that I have accumulated over the years. I have organized them under various themes. They are for our reference.

**History of Globalisation: some snapshots**


Murphy, Craig 2015 ‘The last two centuries of global governance’ *Global Governance* 21 189-196


**Globalisation and Governance**


Caglar, Gulay, Elisabeth Prügl and Susanne Zwingel eds. 2013 *Feminist Strategies in International Governance*.


Djelic, Marie Laure and Kerstin Sahlin-Andersson eds. 2006 *Transnational Governance: Institutional Dynamics of Regulation* Cambridge University Press


**Global Governance and Law**


Hanqin, Xue “Chinese Observations on International Law” *Chinese Journal of International Law*


**Governing by Numbers**


Davis, Kevin Benedict Kingsbury, and Sally Engle Merry (2012) ‘Indicators as a Technique of Global Governance’ Law and Society Review 46(1)


**Transgovernmental Networks**


Bulkeley, Harriet and Heike Schroeder 2012 Beyond state/nonstate divide: Global cities and the governing of Climate Change” *European Journal of International Relations* 18(4) 743-766


Slaughter, Anne-Marie *A New World Order*. Princeton University Press, 2004

**Transnational Advocacy Networks**


Calkin, Sydney 2015 Post-Feminist Spectatorship and the Girl Effect: “Go Ahead, Really Imagine Her” *Third World Quarterly* 654-669

Calkin, Sydney 2016 ‘Globalizing Girl Power: Corporate Social Responsibility and Transnational Business Initiatives for Gender Equality’ *Globalizations* 13(2) 158-172


Death, Carl 2015 ‘Disrupting global governance: Protest at Environmental Conferences from 1972-2012


*Juris, Jeffrey S Alex Khasnabish eds. 2013* *Insurgent Encounters: Transnational Activism, Ethnography, and the Political* . Duke University Press,


Sadegh Salehi, Zahra Paziuki Nejad, Hossein Mahmoudi, Andrea Knierim. 2015. “Gender, responsible citizenship and global climate change” Women’s Studies International Forum 50:30–36


Seckinelgin, Hakan “Global Activism and Sexualities in the time of HIV/AIDS” Contemporary Politics 15(1)(2009): 103-118


Transnational Private Authority

Abdelal, Rawi, Mark Blyth and Craig Parsons eds. 2010 Constructing the International Economy Cornell University Press


**Global Indigenous Governance**


Shadian, Jessica. 2010. “From states to polities: Reconceptualizing sovereignty through Inuit governance.” European Journal of International Relations. 16(3) 485–510


Global Complexity and Global Policy


Sharma, Sonya and Sheryl Reimer-Kirkhamb. “Faith as social capital: Diasporic women negotiating religion in secularized healthcare services” Women's Studies International Forum 49, 34-42

**Hegemony, Empire and Shifting State Power**


Arrighi, Giovanni (1994), The long twentieth century: money, power, and the origins of our times (London ; New York: Verso)


Zielonka, Jan “Europe as a Global Actor: Empire by Example?” *International Affairs*, 84(3)(2008): 471-84

**Democracy, Legitimacy and Global Governance**


**Global Governance and Shifting Scales**


Keil, Roger and Rianne Mahon eds. 2009 Leviathan Undone: Toward a Political Economy of Scale UBC Press


Ruggie, John “Territoriality and Beyond: Problematizing Modernity in International Relations” International Organization 47(1)(1993): 139-74
