GGOV 600: GLOBAL GOVERNANCE
Fall 2018 (1189)
BSIA 143, Tuesdays 12:00–14:30

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Office Hours: Tuesdays 15:00-17:00 or by appointment

Course Description: This course provides an overview of current scholarly debates relating to the interdisciplinary study of global governance in the context of globalization. It examines competing perspectives on globalization and global governance and explores the sources and consequences of global power and authority, as well as the key actors, institutions, regimes, and norms of global governance. In Part 1, we look at various conceptual and theoretical issues. In Part 2, students will have a chance to work up a detailed analysis of the global governance of a particular issue. This issue will be the subject of each student's in-class presentation and research paper. Students may wish to use these assignments as an opportunity to get a head start on their MRPs. Group work is strongly encouraged.

Prerequisites: None.

Course Objectives:

By the end of this course, students should:

- Understand the primary actors and institutions currently involved in global governance

- Be familiar with various possible criteria, styles, and techniques for the analysis of global governance

- Have a detailed understanding of the global governance of one significant issue

- Have enhanced presentation and pedagogical skills

- (Optionally, but ideally) have an enhanced ability to work in groups.

University Regulations:

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. Please visit http://uwaterloo.ca/academic-integrity.

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 under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

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. Read Policy 70 - Student Petitions and Grievances, Section 4, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts' grievance processes.

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. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

Turnitin.com: [The following boilerplate is required by University Regulations:] Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. [What follows here are the actual details and my rationale for using Turnitin:] Both paper assignments for this course will be submitted via a dropbox on the course LEARN site. I like to use Turnitin because (a) it saves paper; (b) It means I can access your assignments anytime, from anywhere—there is no chance of a paper going missing, or my having to ask you to get me another copy; (3) Turnitin compares your paper to a massive database of other papers and various online sources, flagging overlaps, generating an "originality report" specific to your paper. I have found that the single most useful aspect of this is that it shows me who is and who is not citing sources properly. In the vast majority of cases, these are not instances of plagiarism, and there is clearly no attempt on the part of students to deceive; but when I view the originality reports, I can see who is inadvertently leaving out quotation marks or putting them in the wrong place; who is being imprecise in quoting; who is mistakenly citing source X when the real source is Y; and so on. If I come across a paper with a lot of citation goofs, I will give you a short tutorial on citation hygiene. This is not a penalty; it is a service I can offer you, thanks to Turnitin, that I would otherwise probably not be able to offer.
While Turnitin is very good at catching plagiarism, this is its least useful feature, from my perspective—especially in an advanced course such as this where the students generally don't

plagiarize. In other words, my use of Turnitin does not indicate that I suspect your honesty. I use it for convenience and its pedagogical value.

Your use of Turnitin does not mean that you are relinquishing copyright on your work. You retain the copyright. The fact that your papers are added to the Turnitin database helps protect your intellectual property by making it easier to discover misuses of your work. The university does require that instructors provide an opt-out option for students who do not wish to use Turnitin, however. For students who wish to opt out, I will administer a 30-minute oral examination on the assignment in question.

For more information on Turnitin, see https://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitinr-waterloo.

Accommodation for Students with Disabilities:

Note for students with disabilities: AccessAbility Services, 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 AccessAbility Services at the beginning of each academic term.

Texts:

Readings for Part I can be obtained electronically through the course LEARN site.

Course Requirements, Expectations, and Standards:

Assignments:

Discussion kickoffs:
Worth 5 percent of your final grade, the discussion kickoffs will take place during Part 1 of the course on a schedule to be determined one week in advance. The purpose of a kickoff is to generate a lively and productive discussion of a particular reading. Normally not more than two minutes each, a kickoff should flag at least one particularly interesting, insightful, controversial, dubious, or outrageous feature of a reading. *Since the entire class will have done all the readings in advance, I will heavily penalize summaries*. Kickoffs are not written assignments, and students should not read from a prepared text; an effective kickoff has an appropriate air of spontaneity.

Class participation:
Worth 25 percent of your final grade. Every week I will score each student's contribution to the discussion, and I will provide an interim assessment halfway through the course. Students should ensure that they get in on the conversation every week while at the same time allowing others equal opportunity to participate. I will reward students whose contributions move the discussion in fruitful directions, and penalize those whose contributions suck the oxygen out of the room.

Research paper proposal:
Six pages maximum, double spaced; worth 15 percent of your final grade; due at 23h59 EST on Friday, October 5. The lateness penalty is 2 percent per day, weekends and holidays included. The purpose of this assignment is to ensure that you have started on your major research project, and to give me an opportunity to provide you with early feedback. It is not expected at this point that your research will be very far advanced, let alone complete, but the proposal should be clearly organized, easy to understand, and free of writing mistakes.

In-class presentation:
Worth 25 percent of your final grade. We will finalize a presentation schedule before the end of Part 1 of the course. It is expected that each presentation will include a PowerPoint Prezi show. I will provide tips and tricks for effective presentations in class before the presentations begin. I will provide written feedback on both substance and style, with an overall grade, immediately after each presentation.

Research Paper:
No length limit; worth 30 percent of your final grade; due at 23h59 EST on Friday, December 14. The lateness penalty is 2 percent per day, weekends and holidays included. All students who work in a group will receive the same grade for the research paper, so it will be incumbent upon the groups themselves to ensure a fair division of labour. The research papers should be of near-publishable quality.

Late Policy:

Please see the individual assignments above.

Policy about Collaborative Work:

I strongly encourage collaboration on the presentations and research papers. Each student will submit an individual research paper proposal, however, whether or not s/he is collaborating with others. In this case the proposal will clarify the division of labour within the group as a whole.

Other Course Policies:

Students will in all cases comport themselves with dignity, mutual respect, and—wherever possible—good humour.

Schedule:

Week 1 (Sept. 11): Course introduction

General orientation to the course; no assigned readings.

PART 1: GLOBAL GOVERNANCE: CONCEPTUAL ISSUES

Week 2 (Sept. 18): Thinking about 'global governance'

1. David A. Welch, "What Is 'Governance,' Anyway?," *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (December 2013), pp. 253-258.

   Patricia M. Goff, "Plumbing the Ideational Depths of Governance," *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (December 2013), pp. 258-260.

   Mark Raymond, "What Is Governance without Politics? Chiselling Away at a Definition," *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (December 2013), pp. 261-263.

   Thomas G. Weiss, "What Is "Global Governance," Anyway, and Why Do We Care?," *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (December 2013), pp. 263-265.

   David A. Welch, "Discourse, Politics, and Authority: (My) Reply to (Our) Critics," *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (December 2013), pp. 265-267.

2. Thomas G. Weiss and Rorden Wilkinson, "Rethinking Global Governance? Complexity, Authority, Power, Change," *International Studies Quarterly*, Vol. 58, No. 1 (2014), pp. 207-215.

   Martha Finnemore, "Dynamics of Global Governance: Building on What We Know," *International Studies Quarterly*, Vol. 58, No. 1 (2014), pp. 221-224.

3. Matthias Hofferberth, "Mapping the Meanings of Global Governance: A Conceptual Reconstruction of a Floating Signifier," *Millennium - Journal of International Studies*, Vol. 43, No. 2 (2015), pp. 598-617.

4. Heikki Patomäki, "On the Dialectics of Global Governance in the Twenty-First Century: A Polanyian Double Movement?," *Globalizations*, Vol. 11, No. 5 (2014), pp. 733-750.

5. Christine Brachthäuser, "Explaining Global Governance—a Complexity Perspective," *Cambridge Review of International Affairs*, Vol. 24, No. 2 (2011), pp. 221-244.

Week 3 (Sept. 25): Theory and practice

1. David Held, "Elements of a Theory of Global Governance," *Philosophy & Social Criticism*, Vol. 42, No. 9 (2016), pp. 837-846.

2. Andrew Hurrell, "The Theory and Practice of Global Governance: The Worst of All Possible Worlds?," *International Studies Review*, Vol. 13, No. 1 (2011), pp. 144-154.

3. Giulio Napolitano, "The Two Ways of Global Governance after the Financial Crisis: Multilateralism Versus Cooperation among Governments," *International Journal of Constitutional Law*, Vol. 9, No. 2 (2011), pp. 310-339.

4. L. David Brown, "Governing International Advocacy NGOs," *World Development*, Vol. 40, No. 6 (2012), pp. 1098-1108.

5. Peter M. Haas, "Post Hegemonic Global Governance," *Japanese Journal of Political Science*, Vol. 16, No. 3 (2015), pp. 434-441.

Week 4 (Oct. 2): Modes and models of governance

1. Kenneth W. Abbott, Jessica F. Green, and Robert O. Keohane, "Organizational Ecology and Institutional Change in Global Governance," *International Organization*, Vol. 70, No. 2 (2016), pp. 247-277.

2. Mark Raymond and Laura DeNardis, "Multistakeholderism: Anatomy of an Inchoate Global Institution," *International Theory*, Vol. 7, No. 3 (2015), pp. 572-616.

3. Marcel Hanegraaff and Arlo Poletti, "The Stakeholder Model Paradox: How the Globalisation of Politics Fuels Domestic Advocacy," *Review of International Studies*, Vol. 44, No. 2 (2018), pp. 367-391.

4. Armando Aliu, Bekir Parlak, and Dorian Aliu, "Hybrid Structures: Innovative Governance, Judicial and Sociological Approaches," *Quality & Quantity*, Vol. 49, No. 4 (2015), pp. 1747-1760.

Note: Research paper proposals will be due at the end of this week.

Week 5 (Oct. 16): Legitimacy

1. James Brassett and Eleni Tsingou, "The Politics of Legitimate Global Governance," *Review of International Political Economy*, Vol. 18, No. 1 (2011), pp. 1-16.

2. Robert O. Keohane, "Global Governance and Legitimacy," *Review of International Political Economy*, Vol. 18, No. 1 (2011), pp. 99-109.

3. Jan Aart Scholte, "Towards Greater Legitimacy in Global Governance," *Review of International Political Economy*, Vol. 18, No. 1 (2011), pp. 110-120.

4. Steven Bernstein, "Legitimacy in Intergovernmental and Non-State Global Governance," *Review of International Political Economy*, Vol. 18, No. 1 (2011), pp. 17-51.

5. James W. Davis, "A Critical View of Global Governance," *Swiss Political Science Review*, Vol. 18, No. 2 (2012), pp. 272-286.

Note: This week we will finalize the presentation schedule for Part 2 of the course.

Week 6 (Oct. 23): Effectiveness

1. Michael Goodhart and Stacy Bondanella Taninchev, "The New Sovereigntist Challenge for Global Governance: Democracy without Sovereignty," *International Studies Quarterly*, Vol. 55, No. 4 (2011), pp. 1047-1068.

2. Michael Barnett, "Paternalism and Global Governance," *Social Philosophy and Policy*, Vol. 32, No. 1 (2015), pp. 216-243.

3. Steven Bernstein, "Grand Compromises in Global Governance," *Government and Opposition*, Vol. 47, No. 3 (2012), pp. 368-394.

4. Steven Bernstein and Hamish van der Ven, "Best Practices in Global Governance," *Review of International Studies*, Vol. 43, No. 3 (2017), pp. 534-556.

5. András Miklós and Attila Tanyi, "Institutional Consequentialism and Global Governance," *Journal of Global Ethics*, Vol. 13, No. 3 (2017), pp. 279-297.

Note: This week I will provide information and guidance on how to make an effective presentation.

PART 2: GLOBAL GOVERNANCE IN PRACTICE

Weeks 7-11

In-class presentations, on a schedule to be determined by Week 5. There are no assigned readings for these weeks, on the expectation that the time you would ordinarily devote to class preparation you will devote instead to your presentations and research papers.

Week 12 (TBA*): Wrap-up

This week we will have a general discussion of the course themes in the light of both the material in Part 1 and the in-class presentations. No assigned readings.

*Normally we would make up the Study Break class on Oct. 12, but I have to be away at a conference that day. We will find a mutually convenient time slot to make up the missed class.