

**POLI 473-001: Globalization & Global Governance, Fall 2021**

***Class meets Mondays, 3:15 PM – 5:50 PM in Maxwell Library LIB217***

**Professor:** Dr. Sidita Kushi ([skushi@bridgew.edu](mailto:skushi@bridgew.edu))

**Office Hours**: Tuesdays & Thursdays 2 – 3:30 PM and by appt. in 101 Clifford House

**Tech Support:** Visit the [Information Technology web page](https://my.bridgew.edu/departments/it/SitePages/Welcome.aspx) for IT contact information. For email and password assistance, contact our IT Service Center at [itsupport@bridgew.edu](mailto:itsupport@bridgew.edu) or 508.531.2555.

**Technical Skills** Ability to use the Blackboard Learning Management System for accessing **Required** course resources, assignments, and grades. Class announcements including cancellations and/or changes to the syllabus will be posted on Blackboard.

**Software Required** You will need a web browser for accessing our Blackboard site. Use the [Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker) feature to ensure that your browser meets Blackboard standards. [Blackboard support](http://blackboard.bridgew.edu/student_help/).

**Course Site** [Blackboard](https://bridgew.blackboard.com)

**Email** You are expected to have an active Bridgewater email account and check it frequently for class communication. Not having seen a course-related email is not an excuse for missing work or course deadlines.

I will respond to student emails within one business day, Monday-Friday. The **subject of your email** should include the **class number**.

**COURSE DESCRIPTION**

In the aftermath of the devasting Covid-19 pandemic, the world was reminded of its inherent interdependencies that pay no mind to state borders or national sovereignty. Global interdependencies related to health, political violence, economics and resources, culture, movement of people, and communication can be the source of both conflict and greater cooperation across national borders. They can make the world a smaller place, but also one of increasing inequalities across regions of the globe and within individual countries.

How can our 21st century global society best regulate the global commons and promote peace and security? This course provides a thorough understanding of the nature of globalization, the new and varied forms of social, economic and political interactions it has produced in the world, and the challenge of governing the resulting complex interdependence among subnational, national, regional, international and non-governmental actors. First, the class begins with a historical and theoretical overview of globalization and calls for global governance, most strongly reflected in post-World World II institutions such as the United Nations (UN) and the economic institutions arising from the Bretton Woods conference, dubbed “the Washington Consensus”. Next, it will move to explore the “building blocks” of international governance, including international organizations (IGOs) as well as non-state actors (including non-governmental organizations). The remainder of the course will cover the most pivotal issues surrounding globalization and the challenges facing global governance, such as issues in international security, human rights, the economic order, and the environment, amongst many others.

In this course, students will have the chance to investigate the forces of globalization from the perspective of different states, international leaders, economic classes, and a range of organizations. They will also be asked to participate in a Model UN simulation to further experience the challenges to global governance and bolster the applied perspective to the course. A wide array of case studies will be relied upon to offer students a diverse sample of regional political issues, important actors, and ideological assumptions so that they are well-equipped to assess and decide upon their own worldviews and what solutions might be required to aid in peace and security in an era of increasing global interdependencies.

# **COURSE AIMS AND LEARNING OUTCOMES**

As students progress in the course, they should achieve the following learning outcomes:

***BSU Departmental of Political Science Learning Outcomes:***

* *Critical Analysis of Political Processes, Institutions, & Practices*: Students will critically assess the systematic factors that underlie political processes, systems, and practices.
* *Effective Written Communication*: Students will effectively communicate about political systems, processes, and theories in a rigorous manner by developing cogent, logical arguments that properly employ and make use of relevant evidence.

***Course Learning Outcomes:***

* Understand the many facets of globalization and the multitude of issues involved in global society.
* Encourage students to think of themselves as active participants in a global society.
* Identify and analyze the challenges and opportunities posed to governments by globalization and evaluate possible policy solutions.
* Synthesize and critically evaluate major arguments in global governance using the toolkit of the social scientist.
* Formulate compelling arguments as well as counter-arguments on key topics in global governance by applying evidence gathered through course readings, current events, and outside sources.
* Communicate effectively and respectfully on controversial topics, in written and oral formats, including via class participation, presentations, and in writing.
* Demonstrate an understanding of the key actors and institutions involved in global governance.

**COURSE REQUIREMENTS**

Prior to taking this course, students should have taken POLI 260 and have developed a good understanding of the basics of international relations theory and the international system. Familiarity with current events and geography is also required and will be considered an important element of the course.

Students are expected to complete the readings, all assignments, and exams for the course, listed below. Students must attend lectures and actively participate in class discussions.

- Students are required to complete readings in advance of each weekly lecture.-

**I. Course Readings**

1.) Margaret P. Karns, Karen A. Mingst, and Kendall Stiles. 2015. *International Organizations:*

*The Politics and Processes of Global Governance*. 3ed edition. Boulder, CO: Lynne Rienner

Publishers, Inc.

2.) Other selected readings, posted on Blackboard and/or accessed via direct links.

**II. Subscribe to a daily digest of foreign policy news**

Students should subscribe to both the *Foreign Policy* (foreignpolicy.com) and *Foreign Policy Initiative* (foreignpolicyi.org) email lists. Similarly, *The New York Times* offers a free online subscription to those with an .edu address. You must create an account first, then “subscribe” your account and confirm using your .edu address. To make this process easier, I recommend that students subscribe to a daily digest of foreign policy news such as *Foreign Policy Magazine’s* [*Editors Picks.*](https://foreignpolicy.com/tag/editors-picks/)

**III. Grades & Assignments**

|  |  |  |
| --- | --- | --- |
| Midterm | 20% | In-class on October 18th |
| Final | 20% | Exam TBA (during final exam period) |
| Paper | 20% | Assigned on Nov. 8th. Due on November 22nd after peer review; 5-7 pp; submit electronic copy to Blackboard before class & submit hard copy in class |
| Participation | 15% | Assessed at every lecture. See participation rubric |
| Attendance | 10% | Assessed at every lecture. See details below |
| Leading Presentation | 15% | Twice, due during students’ chosen week/module |
| Model UN Simulation | - | On November 29, part of participation grade |

***Exams*** – The Midterm will cover all material up to that point and be given during a class period. It will consist of short answer identification questions and a brief debate writeup prompt. The Final Exam will focus on material covered after the Midterm. It will include short answer IDs and a choice of essay questions. I will provide ample review for both the midterm and final exam.

***Paper*** – The assigned paper will be 5-7 pages double-spaced (no more, no less). Students will be asked to formulate and defend an argument using the theoretical frameworks and evidence covered in class and in the textbooks. This paper will require the use of some outside sources, and students **MUST** cite all sources used. Papers must be submitted electronically through the Blackboard website as well turned it during class. Students will be required to meet with a classmate and “peer-review” each other’s paper drafts prior to submission. *Late papers, if accepted, will be at minimum marked down ½ a grade per day late. I will not accept a paper that is over a week late.*

***Participation and Attendance*** – Students are required to attend and participate in the weekly lecture. If students miss more than 2 lectures, they risk failing the participation percentage of their final grade.

Participation is perhaps the most vital component of the class. Through active participation in the course, you become an active member of a community of thoughtful practitioners who are learning how to integrate theory into application. Classroom participation includes clarifying questions, critical wondering, and pointed agreements, so that there is thoughtful growth of ideas from the discussions.

***Discussion Lead Presentation* –** Each student will be responsible for leading class discussion TWICE DURING THE SEMESTER on an assigned chapter of the textbook and related weekly readings. This leading of discussion can take a wide range of styles. For example, it can entail a short (no more than 15 minutes) PowerPoint presentation with discussion questions at the end, or it can also be a compelling handout of the week’s themes, illustrations, and key questions that is passed to the class. The overarching goal of this activity will be to prompt class discussion on the week’s topics, so the leading student must offer discussion prompts in some form. Games, simulations, and debates are also highly encouraged!

Leading the class discussion around the assigned readings means being prepared to summarize the content of the material, raise questions about the material and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate.

Other students will be expected to discuss and debate the given discussion prompts as a matter of class participation.

***Model UN simulation*** – There will be one Model-UN type simulation, to bring in experiential learning. Students are responsible for preparing their country’s position on a resolution to be announced, and to participate fully in class discussion. Greater detail will be provided in class.

**Grading Rubric for Class Participation [[1]](#footnote-1)**

|  |  |
| --- | --- |
| **Points** | **Skills Demonstrated** |
| **100** | Participates at least once in almost every class. Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides evidence from class readings for support of opinions; readily offers new interpretations of discussion material. |
| **85** | Participates during most classes. Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. |
| **70** | Minimal participation in class. Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. |
| **50** | No participation in class. Does not respond sufficiently to instructor questions or engage with other classmates’ insight. |
| **0** | No participation in class and has missed more than 3 lectures without a previously discussed excuse. |

***Final grades will be determined using the following percentage scale:***

|  |  |  |
| --- | --- | --- |
| A  = 93-100 | A- = 90-92 | B+ = 87-89 |
| B = 83-86 | B- = 80-82 | C+ = 77-79 |
| C = 73-76 | C- = 70-72 | D+ = 67-69 |
| D = 63-66 | D- = 60-62 | F = 60 or below |

***Appealing a Grade:***

You have one week from the day that I hand back your assignment or post your grade to question said grade. If you wish to appeal the grading on an assignment, you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required.

**POLICY ON LATE ASSIGNMENTS AND INCOMPLETES**

Students are highly encouraged to hand in assignments on time. Late assignments, if accepted, will be at minimum marked down ½ a grade per day late. I will not accept assignments that are over a week late. Meeting deadlines is an important component of higher education and of the professional world as well. When registering for this course, it is assumed that a student will have the time and ability to complete assignments within the given deadlines. Therefore, it is expected that all students will plan ahead to meet all of the given assignment deadlines listed in this syllabus and reach out to the professor in advance if any extenuating circumstances arise throughout the semester.

*It is a student’s responsibility to plan ahead for course deadlines and make every effort to meet them. If any issues or challenges arise that prevent a student from meeting an assignment deadline, the student should communicate with me before a due date to discuss an extension or other available options. I am eager to work with students on this, but there is little I can do if a student does not reach out to me before or immediately after a missed assignment deadline.*

Except in the direst of circumstances, incompletes in this course are not possible. If I agree to an incomplete, a form in the Political Science Department must be filled out, representing a contract between the student and the faculty member on when and how the course will be completed.

**MAKE-UP EXAMS**

A make-up exam will only be given if a student informs me prior to the scheduled examination and provides a valid excuse with documentation for their absence. If you miss the exam and do not give prior notice or if you do not have a valid excuse, you will not be given a make-up exam and you will receive an F. If you miss the scheduled make-up exam, there will be no subsequent make-ups, and you will receive an F.

**ACADEMIC HONESTY AND PLAGIARISM**

According to the University, “Academic dishonesty is an attempt to misrepresent one’s efforts on any academic assignment or exercise submitted for evaluation” (Academic Integrity Policy). This includes, but is not limited to: Plagiarism, Cheating, Fabrication or work or data, Multiple submissions of the same work, and Ghost-written work (work you buy off the internet).

Students are expected to submit professionally written academic papers, which requires thorough collection and citation of sources and evidence. Plagiarism can occur either accidentally or deliberately; claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing. If you use any ideas that are **not** common knowledge without citing your source, this counts as plagiarism, even if it is paraphrased in your own words. Be sure to attribute any ideas that you gleaned from authors. In research papers, you are expected to have both in-text citations and a bibliography. For the in-text references, I **allow either footnotes or parenthetical citations**, both of which allow me to easily verify from where you obtained material. Chicago, APA, and MLA will all be accepted, as long as you are consistent.

***I will be far more lenient with over-citing than with under-citing. When in doubt, cite!*** Citations are required for ideas as well as facts, and are imperative even if you are not directly quoting authors. Make sure that you provide as specific a citation as possible. If an author discusses a topic in one section or one page of the article or book, cite the specific section or page instead of the full work. For examples of plagiarism and how to avoid it, see: <http://www.csub.edu/ssric-trd/howto/plagiarism.htm>*.*

If you made it to this point, congratulations. Please email me a cat photo to receive a bonus point added on to your midterm grade. It pays to read the syllabus.

By accepting this syllabus, you agree to avoid academic dishonesty as outlined [BSU’s Academic Integrity policy](https://catalog.bridgew.edu/content.php?catoid=10&navoid=970). If you violate the rules, you will be subject disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

**ACCOMMODATIONS**

Your engagement and success in this course matter to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as early as possible, and we will develop strategies to meet both your needs and the course requirements. If you experience any personal or health challenges that prevent you from meeting class requirements or deadlines, please contact me before your work is affected. It is always easier to find solutions before a deadline than after one. Additionally, it is your responsibility to bring your accommodation letter to me early in the semester. It is also the student’s responsibility to schedule exams with [Student Accessibility Services](https://www.bridgew.edu/academics/academic-achievement/student-accessibility-services). You may request appropriate academic accommodations from the Disability Resources Office at 508-531-2194 or [SAS@bridgew.edu](mailto:SAS@bridgew.edu). The SAS office is located on the ground floor of the Maxwell Library within the Academic Achievement Center.

**TITLE IX AND SEXUAL VIOLENCE**

The office of equal opportunity and the title ix coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. Visit their [support site](https://my.bridgew.edu/departments/affirmativeaction/SitePages/Home.aspx) to learn more regarding all resources for victim-survivors. Resources include steps to take to report sexual and relationship violence and/or to seek alternative forms of aid.

**ADDITIONAL POLICIES**

***Technical Issues*** *–* Back up course work often, for you are responsible for course work lost to technical difficulties. When contributing to Blackboard discussions or lengthy essay exam questions, consider composing your work in Microsoft Word and then copying and pasting the text into Blackboard.

If there are system-wide issues with Blackboard or BSU email, the instructor will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience individual technical issues, please [contact the IT Service Center](http://it.bridgew.edu/) and provide as many details, including screenshots, so that the IT Service Center can assist you.

***Free Technical Resources***: The Maxwell Library at BSU offers [free laptops and Wi-Fi hotspots](https://www.bridgew.edu/technology/itloaners) for any students struggling to access the internet during the semester. BSU also offers free Microsoft Office software, including Word, Excel, and more for download to all students. Click [here](https://my.bridgew.edu/departments/systems/SitePages/O365.aspx#_ga=2.239024320.1196761405.1609348037-1837823749.1608317769) for details on how to download these programs.

***Classroom Ethics and Etiquette:***

* ***Be civil to your fellow students and your professor.*** This class is a safe space; rude or inappropriate behavior will not be tolerated.
* ***Be willing to accept that you might be wrong (and sometimes right)!*** There may be times when you may disagree with an opinion or statement by me or a fellow student—and chances are, you probably will at some point in the semester. Remember, I often say things in the role of “devil’s advocate” and to challenge your pre-conceived ideas—don’t be offended, it is just part of the learning process!  You are absolutely encouraged to debate any point, but only if you do so in a civil, adult manner.  If you are not able to do so, you will be asked to leave the room.
* ***Be engaged***. Don’t be afraid to speak up! Your questions and informed opinions are always welcome. I’m not as scary as I look 😊
* ***Cell phones and laptops are not permitted unless otherwise stated***—they must be turned off and in your bag. You may not keep your cell phone on your desk/lap during lecture. If your cell phone rings during class, you will be asked to leave. Bring a pen and a notebook to class—and I promise, your arm will not fall off from taking notes.
* ***Pay attention during lectures***—don’t waste your time (and mine!) by reading newspapers/magazines, playing video games, surfing the web, or text messaging. If you are found to be doing so, you will be asked to leave.
* ***You must arrive on time!***  Class will begin on time, and I expect you to be in your seats and ready to learn. This is a courtesy to your fellow students and the speaker.
* ***Use appropriate E-mail etiquette!*** E-mail should only be used to contact me for serious concerns or to notify me of your absence. Please come to office hours for all other questions/concerns, as I will not likely answer such e-mails. *Please do not e-mail me to ask if you have “missed anything important”.*

E-mails to professors should *always* be addressed appropriately (e.g. “Dear Prof. Kushi” not “hey”), and written in professional language. Never send an e-mail without checking grammar and spelling first—you don’t want me to think of you as that student who can’t spell. And remember, e-mail may be an immediate delivery system, but you should not expect immediate replies. I have a set time during my day and week (not the weekend) to answer student emails. Please be considerate of this.

* ***Plagiarism, cheating, fabrication, or other forms of academic dishonesty will not be tolerated.*** If you are unsure what constitutes plagiarism, please feel free to discuss this with me.

Schedule of Topics and Readings:

(subject to change – instructor will provide advance notice)

**September 6th is Labor Day – NO CLASS**

**Class 1 (Sept. 8th) Introduction and Syllabus**

**Monday Class Scheduled**

What is Global Governance and what do we mean by Globalization? Why do they matter to you and the world at large?

* Review data and definition on KOF Globalization Index: Structure, Variables and Weights. Data [Link](https://kof.ethz.ch/en/forecasts-and-indicators/indicators/kof-globalisation-index.html) and definitions [Link](https://www.ethz.ch/content/dam/ethz/special-interest/dual/kof-dam/documents/Globalization/2018/Structure_2018_2.pdf)
* Keohane, Robert. and Nye, Joseph. 2000. “Globalization: What's New? What's Not? (And So What?),” *Foreign Policy*, No. 118 (Spring), pp. 104-119. [Link](http://www.asu.edu/courses/pos445/Keohane%20and%20Nye--Globalization%20What%27s%20New%3F%20%20What%27s%20Not%3F.pdf)

Recommended:

* Finkelstein, Lawrence. 1995. “What is Global Governance?” *Global Governance* 1(3): 367-372. [Link](http://intlmgt.cipa.cornell.edu/readings/Finkelstein.PDF)

**BUILDING BLOCKS OF GLOBAL GOVERNANCE**

**Class 2 (Sept. 13) Theoretical and Historical Foundations**

Understanding and explaining globalization and global governance. What do theories of international relations have to say? How do institutions such as the UN shape the way that states behave (or don’t)? How might states resolve global issues and "the management of global processes in the absence of global government"? Whatever happened to the movement for a world government?

* Karns, Mingst, and Stiles, Chs. 1 & 2
* Vince, Bryony. 2018. “How Global is Security Studies: The Possibility of Non-Western Theory.” *E-IR*. [Link](https://www.e-ir.info/2018/01/23/how-global-is-security-studies-the-possibility-of-non-western-theory/)

Recommended:

* Motadel, David. 2019. “The Far Right Says There’s Nothing Dirtier Than Internationalism – But They Depend on It.” *The New York Times*. [Link](https://www.nytimes.com/2019/07/03/opinion/the-surprising-history-of-nationalist-internationalism.html?login=smartlock&auth=login-smartlock)

**Class 3 (Sept. 20) International Governmental Organizations (IGOs)**

Why the state system alone can’t do what IGOs do. Introducing the history of the UN and international courts.

* Karns, Mingst, and Stiles, Ch. 3
* E. Tendayi Achiume. 2020. *“*Black Lives Matter and the UN Human Rights System: Reflections on the Human Rights Council Urgent Debate. [Link](https://www.ejiltalk.org/black-lives-matter-and-the-un-human-rights-system-reflections-on-the-human-rights-council-urgent-debate/)

## Class 4 (Sept. 27) The United Nations

## The role of the UN in global governance. Is the UN a world government, a reflection of state interests, useful, or beneficial to globalization and cooperation?

## Karns, Mingst, and Stiles, Ch. 4

* Review website: [www.un.org/en](http://www.un.org/en)

## “UN Reform: Pipe Dream or Possibility?” <https://www.youtube.com/watch?v=sWOwLprmYwY>

Recommended:

* Rice, Susan 2011. “Six Reasons the United Nations Is Indispensable.” *Speech or Remarks.* [Link](https://www.globalpolicy.org/un-reform/general-analysis-un-reform/49903-facing-21st-century-threats-why-america-needs-the-un.html)
* Thornton, Bruce. 2012. “The U.N.: So Bad It’s Almost Beautiful.” *Defining Ideas*. [Link](https://www.hoover.org/research/unso-bad-its-almost-beautiful)
* Karns, Mingst, and Stiles, Ch. 5

**Class 5 (Oct. 4) Non-State Actors (NGOs)**

How have non-governmental organizations (NGOs) changed the face of global politics? What is their function in international affairs and within a globalized world? What are the different types of NGOs? What is the reach and potency of international NGOs and advocacy networks?

* Karns, Mingst, and Stiles, Ch. 6

Recommended:

* Boli, Jon and George Thomas. 1997. “World Culture in the World Polity: A Century of International Non-Governmental Organizations.” *American Sociological Review* 62.2: 171-190. [Link](https://www.jstor.org/stable/2657298)
* Shaw-Bond, Michael. 2000. “The Backlash Against NGOs.” Prospect Magazine. [Link](https://www.prospectmagazine.co.uk/magazine/thebacklashagainstngos)

**NO CLASS MONDAY OCTOBER 11th – INDIGENOUS PEOPLE’S DAY**

**ISSUES IN GLOBAL GOVERNANCE**

**Class 6 (Oct. 18) Security and Peace in Global Governance**

**In-class Midterm Exam**

Can international institutions and global interdependencies prevent war and maintain peace? Exploring international peacekeeping operations, disarmament, and counterterrorism efforts as global community.

* Karns, Mingst, and Stiles, Ch. 7
* Review the Not For Sale website: <http://www.notforsalecampaign.org/>

Recommended:

* Avant, Deborah. 2006. “The Privatization of Security: Lessons from Iraq.” [Link](http://www.socsci.uci.edu/~davant/pub/20_avant_orbis.pdf)
* Skinner, Benjamin. 2008. “A World Enslaved.” *Foreign Policy*. [Link](https://foreignpolicy.com/2009/10/08/a-world-enslaved/)

## Class 7 (Oct. 25) International Political Economy and Globalization

## Does the Bretton Woods system of economic governance still serve the interests of our global society? How does globalization impact economic relations and global inequalities?

## Karns, Mingst, and Stiles, Ch. 8

* Summary of Immanuel Wallerstein’s *World System Theory.* [Link](https://sourcebooks.fordham.edu/mod/Wallerstein.asp)

Recommended:

* Karns, Mingst, and Stiles, Ch. 9

## Fahnbulleh, Miatta. 2020. “The Neoliberal Collapse: Markets Are Not the Answer.” Foreign Affairs. [Link](https://www.foreignaffairs.com/articles/united-kingdom/2019-12-10/neoliberal-collapse)

* Milner, Helen V. 2005. "Globalization, development, and international institutions: Normative and positive perspectives." *Perspectives on Politics* 3.04: 833-854. [Link](https://www.cambridge.org/core/journals/perspectives-on-politics/article/globalization-development-and-international-institutions-normative-and-positive-perspectives/620847CD3E2163AB60D0AB57F607C92B)
* Martenson, Chris. 2017. “The Looming Energy Shock: The Next Oil Crisis Will Arrive in 3 years or Less,” [Link](https://www.peakprosperity.com/the-looming-energy-shock/)
* Film: [“Life and Debt”](http://www.lifeanddebt.org/)
* The World Bank Group and World Trade Organization Staff. 2015. “The Role of Free Trade in Ending Poverty,” *World Trade Organization*. [Link](https://www.wto.org/english/res_e/publications_e/worldbankandwto15_e.htm)
* Fletcher, Ian and Jeff Ferry. 2011. “Free Trade Isn’t Helping World Poverty,” *Huffington Post*. [Link](https://www.huffpost.com/entry/free-trade-isnt-helping-w_b_837893)
* Blinder, Alan. 2019. “The Free-Trade Paradox: The Bad Politics of a Good Idea,” *Foreign Affairs*, 98/1, 119-28. [Link](https://www.foreignaffairs.com/articles/2018-12-11/free-trade-paradox)

**Extra Credit Assignment:**

\*What does it mean to live on less than $5 a day? Can you live without your cellphone, internet connection, public transportation, your Dunkin’ or Starbucks? For one week, live on less than $5 a day and keep a brief journal on your experience. Please keep a log of all your expenses (keeping in mind that you may only spend $5 a day) and type your journal. The assignment is worth 2 points on your grade, but don’t expect full credit unless you stick to the assignment. For an example, see this blog: <http://yakiralivesonfive.blogspot.com/>

**Class 8 (Nov. 1)**  **Human Rights and Globalization**

Why are international human rights so difficult to enforce? Are there Universal Human Rights and how can we enforce them? Exploring humanitarian norms in global society**.**

* Karns, Mingst, and Stiles, Ch. 10
* Niaz A. Shah. 2006. "Women's Human Rights in the Koran: An Interpretive Approach." Human Rights Quarterly. 28 (4): 868-903. [Link](https://www.jstor.org/stable/pdf/20072771.pdf?refreqid=excelsior%3A794c3e4369a16251904d2501b2691682)
* UNODC. Human trafficking Knowledge Portal [Link](https://www.unodc.org/cld/en/v3/htms/index.html)

Recommended:

* Murdie, Amanda and Dursun Peksen. “The Impact of Human Rights INGO Shaming on Humanitarian Interventions.” *The Journal of Politics* 76, 1 (2013): 215-228. [Link](https://www.jstor.org/stable/10.1017/s0022381613001242?seq=1#metadata_info_tab_contents)

## Class 9 (Nov. 8) The Next Pandemic

**Paper assigned**

Will the international community be able to successfully address the next global pandemic?

* Fitzmaurice, Arthur et al. 2017. “Contributions of the US Centers for Disease Control and Prevention in Implementing the Global Health Security Agenda in 17 Partner Countries,” *Emerging Infectious Diseases*. [Link](https://pubmed.ncbi.nlm.nih.gov/29155676/)
* Senthilingam, Meera. 2017. “Seven Reasons We’re at More Risk than Ever of a Global Pandemic,” *CNN.* [Link](https://www.cnn.com/2017/04/03/health/pandemic-risk-virus-bacteria/index.html)

Recommended:

## Fontaine, Richard. 2020. “Globalization Will Look Very Different After the Coronavirus Pandemic.” *Foreign Policy*. [Link](https://foreignpolicy.com/2020/04/17/globalization-trade-war-after-coronavirus-pandemic/)

## Class 10 (Nov. 15) – TBA

**WORK ON PAPER! Peer review of classmate’s draft due by Nov. 19th.**

## Class 11 (Nov. 22) The Environment and Global Governance

**Paper due by Nov. 22 in class.**

What is the Tragedy of the Commons? Global challenges and responses to climate change and environmental degradation.

* Karns, Mingst, and Stiles, Ch. 11
* UN. “SDG Indicators: Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development” [Link](https://unstats.un.org/sdgs/indicators/indicators-list/)

Recommended:

* Stern, Todd. 2017. Why the Paris Agreement Works,” *The Brookings Institution*. [Link](https://www.brookings.edu/blog/planetpolicy/2017/06/07/why-the-paris-agreement-works/)

## Class 12 (Nov. 29) Globalization & the Future of the Modern State System

**Model UN Simulation!**

* Karns, Mingst, and Stiles, Ch. 12
* Margalit, Yotam. 2012. “Lost in Globalization.” *International Studies Quarterly*. 56: 484-500. [Link](https://www.jstor.org/stable/23256800?seq=1#metadata_info_tab_contents)

Recommended:

* Barber, Benjamin. 1992. “Jihad vs. McWorld” *The Atlantic*. [Link](https://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/303882/)
* Stiglitz, Joseph. 2002. “Globalism’s Discontents.” *The American Prospect.* [Link](https://prospect.org/features/globalism-s-discontents/)
* Kenny, Charles. 2018. “The Bogus Backlash to Globalization: Resentful Nativists Oppose Free Trade and Immigration – Don’t Appease Them,’ *Foreign Affairs*. [Link](https://www.foreignaffairs.com/articles/united-states/2018-11-09/bogus-backlash-globalization)
* Ikenberry, John G. 2018. “The End of the Liberal International Order?” *International Affairs*, 94/1: 7-23. [Link](https://academic.oup.com/ia/article/94/1/7/4762691).

**Class 13 (Dec. 6)**  **LAST DAY OF CLASS**

**Review**

**FINAL EXAM DURING FINALS WEEK, DEC 10-16, TBD**

**Foreign Daily News Sources in the English Language**

This is **not** an exhaustive list. You may select a source not included here. If you are fluent in another language, you are welcome to select a source in that language. If the source is behind a paywall, you may be able to access it through the university library.

|  |  |
| --- | --- |
| **Europe** |  |
| The Times (UK) | [www.thetimes.co.uk](http://www.thetimes.co.uk/) |
| The Guardian (UK) | [www.guardian.co.uk](http://www.guardian.co.uk/) |
| Financial Times (UK) | <http://news.ft.com/home/uk> |
| The Telegraph (UK) | <https://www.telegraph.co.uk/> |
| The BBC (UK) | [www.bbc.co.uk](http://www.bbc.co.uk) |
| The Irish Times (Ireland) | <http://www.irishtimes.com/> |
| Der Spiegel (Germany) | <http://www.spiegel.de/international/> |
| Kathimerini (Greece) | <http://www.ekathimerini.com/> |
| The Prague Post (Czech Republic) | <http://www.praguepost.com/> |
| El Pais English Edition (Spain) | <https://elpais.com/elpais/inenglish.html> |
| The Warsaw Business Journal (Poland) | <http://wbj.pl> |
| Pravda (Russia) | <http://english.pravda.ru/> |
| Tass (Russia)  New Eastern Europe | <http://tass.ru/en>  <http://neweasterneurope.eu> |
| **Asia** |  |
| The South China Morning Post (HK) | <http://www.scmp.com/> |
| The China Daily | <http://www.chinadaily.com.cn/index.html> |
| The People’s Daily English Edition (China) | <http://en.people.cn/index.html> |
| The Daily Yomiuri (Japan) | <http://www.yomiuri.co.jp/dy/> |
| The New Straits Times (Malaysia) | <http://www.nst.com.my/> |
| The Straits Times (Singapore) | [http://straitstimes.asia1.com.sg](http://straitstimes.asia1.com.sg/) |
| The Times of India | [www.timesofindia.com](http://www.timesofindia.com/) |
| The Manila Times (Philippines) | <http://www.manilatimes.net/> |
| **Oceania** |  |
| The Sydney Morning Herald (Australia) | <http://www.smh.com.au/> |
| The Australian | <http://www.theaustralian.news.com.au/> |
| The Dominion Post (New Zealand) | <http://www.stuff.co.nz/dominion-post/> |
| New Zealand Herald | <https://www.nzherald.co.nz/> |
| **Canada** |  |
| The Globe and Mail | [www.theglobeandmail.com](http://www.theglobeandmail.com/) |
| The National Post | [www.nationalpost.com](http://www.nationalpost.com) |
| **Africa** |  |
| Daily Mail and Guardian (South Africa) | [www.mg.co.za](http://www.mg.co.za/) |
| The Star (Johannesburg) | <http://www.thestar.co.za/> |
| The Daily Nation (Nairobi) | <http://www.nation.co.ke/> |
| The Daily Graphic (Ghana) | <http://www.graphic.com.gh/> |
| **The Middle East** |  |
| Ha'aretz English Edition (Israel) | <http://www.haaretz.com/> |
| The Daily Star (Beirut, Lebanon) | [www.dailystar.com.lb](http://www.dailystar.com.lb) |
| Turkish Daily News (Istanbul) | <http://www.turkishdailynews.com.tr/> |
| **Latin America and the Caribbean** |  |
| The Jamaica Observer | [www.jamaicaobserver.com](http://www.jamaicaobserver.com) |
| Trinidad and Tobago Express | <http://www.trinidadexpress.com/> |
| Bolivia Times | [www.boliviatimes.com/](http://www.boliviatimes.com/) |

1. Adapted from John F. Bauer, “Assessing Student Work from Chat Rooms and Bulletin Boards.” New Directions for Teaching and Learning 91 (Fall 2002): 35. [↑](#footnote-ref-1)