



# Managing Global Problems

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## USG4261, Period 4 2018-2019

<b>Department</b>	Bestuurs- en Organisationswetenschap (School of Governance)	
<b>Time</b>	Monday & Wednesday, 11.00-12:45	
<b>Location</b>	USBO 2.04 (Bijlhouwerstraat 6)	
<b>Requirements</b>	For non USG-students: USG course Introduction to public administration and organizational science (USG5520)	

### Instructors

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### Introduction and Essential Information

Many societal problems transcend the borders of the nation-state. Economic developments and trade, crime and terrorism, climate change, natural disasters and international monetary and financial crises are not confined to national territory. To cope with these matters, nation-states have partially delegated competencies upwards to supranational bodies. The number of supranational institutions, laws, rules and norms has, accordingly, tremendously increased over time. As a result, we face a diverse and complex institutional landscape of global governance that has profound influence on the day-to-day life of citizens.

This course offers a broad introduction to the theory and practice of global governance. It does so by analyzing the main institutional processes of global governance and, subsequently, by zooming in on selected global issues, including recent cases of international terrorism and the financial crisis. We will address questions such as; when exactly do states delegate authority to supranational institutions? And how do these acts of delegation affect the distribution of power and influence; who is pulling which strings? And, more importantly, what repercussions does the complex global institutional landscape have for essential values of governance such as democratic legitimacy and accountability? Is global governance truly and evenly global, or are these processes increasingly dividing the powerful and rich from the marginalized and poor?

Successful completion of this course is equivalent to 7.5 ECTS

### Course goals

After successfully completing this course, students will:

- Be able to use multiple conceptual frameworks to analyze (a) how cross-border societal problems are dealt with at the global level and (b) how global institutions operate,
- Identify and describe the major challenges national leaders face in dealing with transnational policy problems,
- Apply the theories from this course to the analysis of a real-life global policy problem and communicate their analysis in written form,
- And have a thorough understanding of the interplay between nation-state and global competencies and its consequences for core democratic values.



## Literature

There is one assigned book for this course:

Park, Susan. 2018. *International Organizations and Global Problems: Theories and Explanations*. Cambridge: Cambridge University Press.

All other assigned readings will be made available through the course BlackBoard page. *It is each student's responsibility to locate and critically read all assignments prior to class meetings and arrive at class prepared to discuss the assigned readings.*

To access UU Library Resources from a non-UU network (i.e., from home), students should use the Library Direct Login link or the UBULink with Google Scholar. For more information, refer to: <https://www.uu.nl/en/university-library/help-in-searching/online-access>

## Class Meetings

All class meetings for this course are scheduled 24 April 2019 and 1 July 2019. All meetings will take place weekly on:

- **Monday and Wednesday** from 11:00 to 12:45 in room **USBO 2.04**

Any changes to the schedule will be announced through the course BlackBoard page, OSIRIS Student, MyTimetable, and the student app MyUU.

## Meeting format

This course will be taught on Mondays and Wednesdays from 11:00 – 12:45 and will consist of two parts. We will begin each class on Monday with a student presentation. Expectations, requirements, and evaluation of these presentations are discussed below. These presentations will serve as a basis for a class discussion. After a short break, we will go examine the main concepts from the literature in greater depth.

The majority of in-class time will be in seminar form. *In order to foster collegial dialogue in these sessions, students should arrive in class prepared to discuss the reading material. Preparation and participation will be assessed.*

## Assessment

Achievement in this course is assessed in four ways, together amounting to a grade between 1 and 10. Every student is required to complete an **individual paper**, to **attend and participate in group discussion**, to prepare and deliver **daily presentations** as described below, and finally, to participate in the **simulation exercise**, including the submission of a reflective de-briefing paper.

Passing grades are those between 5.5 and 10, grades between 5.0 and 5.5 can be compensated by higher grades in other elements of the same course. Lower grades can be re-examined (when the average grade for the entire course is 4.0 or above), as can grades between 5.0 and 5.5 when the average grade for the course is below 5.5. The education and examination regulations for the Bachelor of the Utrecht University School of Governance apply to this course.

Unless otherwise noted, *all assignments are to be submitted through the appropriate link on the course BlackBoard webpage.*



**Summary of Assessment**

Class Presentations (30%)	Each class meeting, a group of students will present the literature and introduce the selected issue of global governance, and will lead discussion on the topic. Evaluation will be based on each team members' participation (everyone must contribute) and on successfully fulfilling the three criteria listed below. <b>Date: each class meeting to be assigned</b>
Attendance and participation (10%)	In addition to being present, each student's participation in class will be assessed. Since a large component of this class will be in discussion/seminar format, it is critical that everyone comes prepared to contribute to discussion. <b>Date: every class meeting</b>
Simulation Exercise (20%)	A simulation exercise will take place in which every student participates. This will be a role-play exercise in which students are divided into groups representing various real-world actors and must cooperate to solve a (simulated) global problem. <b>Date: 19<sup>th</sup> of June 11:00 to 12:45</b>
Individual essay (40%)	Students write an individual essay in which they reflect on a selected aspect of contemporary global governance. <b>Deadline: 1 July, by 17:00</b> Ephoruscode: 2018-USG4261

**Class Presentation Assignments (30%)**

For each class meeting, an assigned group of students will prepare presentations (with slides) to cover the following:

1. A brief summary of the literature and discussion of central themes or dilemmas (what does the literature say about the topic, what are questions left unanswered)
2. Facts on the topic related to current events (what are some new developments in the world with respect to the topic, what are the facts, how is the world dealing with the problem)
3. Guide discussion with questions to spur thoughtful debate and dialogue

The group assigned to each topic will **prepare their presentation slides and material in advance**, and will be evaluated on the extent and clarity of the material presented, the manner in which the discussion is lead (has the group prepared interesting questions; is the data presented in such a way as to spark discussion; has the group formulated an opinion on its own questions on the topic, which it conveys during the discussion; how is the group dynamic, are all members of the group equally active and equally prepared; how is the style of the presentation and the communication). **The group *must* email both instructors at least two discussion questions *per assigned reading* and a draft of their presentation slides by 15:00 the day *before* class (i.e. Sunday or Tuesday).** Failure to submit discussion questions in advance will result in a lower mark on the group assignment.

**Attendance and Participation (10%)**

Because interacting with and about the literature is a vital part of this course, there is an 80% attendance requirement. Students not satisfying this requirement must repair their deficiency by completing additional assignments as determined by the course instructors. Furthermore, students will be evaluated on their participation in class discussions. *Attendance is not sufficient to earn high marks in this assessment.*

**Simulation Exercise (20%)**

On June 19th, all students will participate in a *simulation exercise*, which is a method of teaching hands-on-experience in a setting which emulates real-world time constraints. Students will 'role-play' and must



make decisions. In the class meeting prior to the exercise, students will be given more information with which to prepare.

- 60% of students' simulation exercise grade will be determined by their active participation in the simulation activity on June 19<sup>th</sup>
- 40% of the simulation exercise grade will be determined by individually authored debriefing report, addressing reflective questions about their experience with the exercise, to be submitted June 21<sup>th</sup> through BlackBoard.

### Individual Papers (40%)

*Content.* In this assignment we will take stock with the current state of global governance and you will formulate a well-grounded argument about today's global governance arrangements and institutions. Choose one of the stated positions below and formulate a well-grounded answer in your paper:

1. *Today's global governance structure is inherently undemocratic.*  
Think of decision-making structures in international organizations, involvement of civil society organizations or marginalized groups, (the ethics of) geographical inequality, the accountability of international organizations etc.
2. *Today's global decision-making institutions and arrangements are effective.*  
Think of questions such as: how do global rules and agreements function, do states sufficiently comply with the rules, is the international community able to intervene in an effective and timely manner in (failed) state affairs, is the international community able to combat poverty (i.e. to distribute wealth effectively) or to curb corruption (i.e. to enforce norms of justice)?

State and substantiate your position and argument—you are free to agree or disagree with either *statement*, and you should state this position clearly. You could select one of the themes we discussed during this seminar to substantiate your claim or combine several to formulate your answer. You should consider incorporating examples of global rules, procedures or case studies in your essay, and you should consult other literature as well as readings from this course. You should *not* simply summarize the readings. You should critically reflect on them and use insights from the literature to formulate a well thought-through opinion on one of the abovementioned propositions.

*Criteria and organization.* As a rule of thumb, you must use and apply some required readings as well as a minimum of 8 additional scholarly sources to those assigned for this course. Beyond this there is no single formula for writing the essay. Your essay should, however, articulate a critical argument which is adequately substantiated and referenced, and should be written clearly with no spelling or grammatical errors.

- Maximum length of 4000 words, including references, title page and contents
- Referencing using Author-Date style rules (more detail on this will be provided in class)
- Deadlines:
  - o Outlines due: 27 May
  - o Drafts due: 17 June
  - o Final versions due: 1 July

*Evaluation.* It is important that students demonstrate their understanding of the literature from this course. Evaluation of these papers will be based on four elements:

1. how well the student translated course literature into an analytical argument
2. the extent to which the student has utilized resources from beyond this course
3. the clarity of the argument
4. the extent to which the argument is supported



*Feedback.* Each student will receive feedback on their outline and their draft essay. We will organize in-class sessions where you will meet individually with an instructor to receive feedback. Therefore, it is essential that you submit a paper outline before the 27<sup>th</sup> of May and submit a first version of your paper by the 17<sup>th</sup> of June (see below).

Before the deadline, students must email the final version of the paper to *both* instructors, and must upload it through Ephorus <https://student.ephorus.com/students/>. The Ephorus submission code is 2018-USG4261.

## Additional Information

### Professionalization and labor market orientation

To contribute to students' preparation for a global labor market, this course:

- draws on globally diverse and multi-cultural cases and topics
- includes a simulation exercise to engage students in workplace-like dynamics
- is designed to develop a range of social and professional skills including, but not limited to, team-working, communication, writing, and presentation.

### Language

This course is taught in English, all communication concerning this course is in English. The paper, coursework, capstone debriefs, and all written work must be written in understandable English. Naturally, we cannot evaluate work that we don't understand. The quality of written English is (be it to a much lesser degree than is content) one of the elements evaluated in all written assignments.

*Please use only English when you are in the classroom (also before and after classes) and when you leave the room during breaks.* It need not be perfect English, as only very few of us will be native speakers and at times we will need to help each other out, but nothing is more excluding and isolating than speaking in a language that we do not all share.

### Electronic learning environment

This course uses BlackBoard to share documents and for handing in assignments (with the exception of the paper). When you are properly enrolled in this class, you will have access to the learning environment for this course by using your solis-id and password at <http://www.uu.nl/blackboard>.

### Approaching teachers and asking questions

There are substantial differences in academic culture between academic departments, institutions, and countries. This means that it is quite natural that you do not know how things work (from what is expected of you in class discussion to how you can approach teachers with questions or problems, and everything in between). We have tried to answer some of these questions in this syllabus, and we will continue to discuss elements that we know to differ in many of the meetings. Nevertheless, feel free to ask any question during meetings, the breaks in meetings, after meetings, when you meet us in the hallways or by e-mail. This is nothing strange and we encourage students to ask questions sooner rather than later.

Part of the academic culture at the Utrecht University School of Governance is that we emphasize student involvement during meetings. We highly value questions about what we discuss, but we will also ask you a lot of questions and we will give room for debate. We are convinced that you will learn more if you use these opportunities.



## Feedback

In addition to being invited to speak with instructors at any appropriate time, students will have several opportunities for structured feedback throughout this course. Students will also meet one-on-one with an instructor to discuss both their paper proposal and a draft of their papers before final submissions.

## Academic Honesty

Students are responsible for their own work. Plagiarism is not acceptable in any shape or form. If any of the university's policies with regard to academic integrity are unclear, students should consult with their instructor, sooner rather than later. All coursework will be submitted through a link on the BlackBoard page which employs software designed to detect plagiarism. Any coursework deemed by the instructors to be substantially plagiarized will not receive a passing score.

## Brief Course Schedule

\*All class sessions will be held at USBO 2.04

WK	Date	Topic	Deadline
17	22-4 M	<b>*NO CLASS MEETING* - Easter Monday</b>	
	24-4 W	Introduction	
18	29-4 M	International organizations – how do they operate?	
	1-5 W	Managing Conflict	
19	6-5 M	Protecting Human Rights	
	8-5 W	Global Health	
20	13-5 M	Financial Governance	
	15-5 W	International Trade	
21	20-5 M	Individual Essays: What to write and how to write it	
	22-5 W	Regional IO's	
22	27-5 M	Global Development	Paper outlines due 17:00
	29-5 W	<i>One-on-one meetings</i> : Feedback on outlines	
23	3-6 M	Protecting the Environment	
	5-6 W	Guest Lecture, Carrie Huisman from PAX	
24	10-6 M	<b>*NO CLASS MEETING* - Whit Monday</b>	
	12-6 W	Managing global problems: synthesis	
25	17-6 M	Simulation Exercise Preparation	Paper drafts due 17:00
	19-6 W	<b>Simulation Exercise</b>	Debrief due <b>Friday</b> by 17:00
26	24-6 M	<i>One-on-one meetings</i> : Feedback on draft essays	
	26-6 W	Writing Café	
27	1-7 M	<b>*NO CLASS MEETING*</b>	Final papers due by 17:00 (by email <u>and</u> through Ephorus)



## Detailed Course Schedule

### Week 17: Introduction to globalization, interdependence, and state cooperation

Wednesday 24 April - Introduction to global governance

- No assigned readings.

### Week 18: Analyzing and evaluating international organizations and NGOs

Monday 29 April - International organizations – how do they operate?

- Park, Susan. 2018. *International Organizations and Global Problems: Theories and Explanations*. Cambridge: Cambridge University Press
  - ➔ Henceforth, this text will be referred to as “**Park**”
    - Preface
    - Chapter 1 “Introduction to IOs as Problem Solvers”
    - Chapter 2 “Using Theory to Evaluate IOs as Problem Solvers”

Wednesday 1 May – How can transborder conflict be managed?

- Park, Chapter 3 “Minimizing and Halting Conflict”
- Barnett, M., & Finnemore, M. 2004. Chapter 5: “Genocide and the Peacekeeping Culture at the United Nations.” *Rules for the World. International Organizations in Global Politics*.

### Week 19: Protecting rights and wellbeing

Monday 6 May – How are human rights protected?

- Park, Chapter 4 “Protecting Human Rights”
- Lebovic, J. H., & Voeten, E. 2009. “The Cost of Shame: International Organizations and Foreign Aid in the Punishing of Human Rights Violators.” *Journal of Peace Research*, 46(1), 79–97. <https://doi.org/10.1177/0022343308098405>

Wednesday 8 May – Ensuring global health

- Park, Chapter 5 “Providing Global Health”
- Rifkin, S. B. 2018. “Health for All and Primary Health Care, 1978–2018: A Historical Perspective on Policies and Programs Over 40 Years.” *Oxford Research Encyclopedia of Global Public Health* 1(October): 1–30.  
[DOI:10.1093/acrefore/9780190632366.013.55](https://doi.org/10.1093/acrefore/9780190632366.013.55).

### Week 20: Managing a global market

Monday 13 May – Financial governance

- Park, Chapter 6 “Providing Financial Governance”
- Kentikelenis, A. E., Stubbs, T. H., & King, L. P. 2016. “IMF conditionality and development policy space, 1985–2014.” *Review of International Political Economy*, 23(4), 543-582.  
<https://doi.org/10.1080/09692290.2016.1174953>



Wednesday 15 May – Protecting and regulating trade

- Park, Chapter 7 “Promoting International Trade”
- Froese, Marc D. 2017. “World Trade Law.” *Oxford Research Encyclopedia of International Studies* (November): 1–27. DOI: [10.1093/acrefore/9780190846626.013.115](https://doi.org/10.1093/acrefore/9780190846626.013.115)

**Week 21: Preparing essays, and regional organizations**

Monday 20 May - Individual Papers: What to write and how to write it

- “Evaluating Sources,” UU LibGuide: <https://libguides.library.uu.nl/evaluating>
- “Reference Management,” UU LibGuide: <http://libguides.library.uu.nl/reference-management>
- “Search Strategy,” UU LibGuide: <http://libguides.library.uu.nl/search-strategy/get-going>

Wednesday 22 May – What is the role of regional IOs?

- Park, Chapter 8 “Creating Regional IOs”
- Beeson, M. 2005. “Rethinking regionalism: Europe and East Asia in comparative historical perspective.” *Journal of European Public Policy*, 12(6), 969-985. <https://doi.org/10.1080/13501760500270620>

**Week 22: Global development, and essay feedback**

Monday 27 May – Managing economic development

- ❖ ***Paper Outlines Due by 17:00 through BlackBoard***
- Park, Chapter 9 “Furthering Development”
- Dhongde, Shatakshee. 2010. “Measuring Global Poverty.” *Oxford Research Encyclopedia of International Studies* (March): 1–24. DOI: [10.1093/acrefore/9780190846626.013.259](https://doi.org/10.1093/acrefore/9780190846626.013.259)

Wednesday 30 May – One-on-one meetings to discuss paper outlines

- ❖ ***No class meeting. Students will meet one-on-one with an instructor to discuss their paper proposals.***

**Week 23: Managing transborder problems**

Monday 3 June – How can the environment be protected?

- Park, Chapter 10 “Protecting the Environment”
- Falkner, R. 2016. “The Paris Agreement and the new logic of international climate politics”, *International Affairs*, Volume 92, Issue 5, September 2016, Pages 1107–1125, <https://doi.org/10.1111/1468-2346.12708>

Wednesday 5 June – *Guest Lecture: Carrie Huisman.*

- Review the website: <https://www.paxforpeace.nl/>
- Additional readings to be announced on BlackBoard.*

**Week 24: Managing Global Problems: Synthesis**

Monday 10 June – **\*NO CLASS MEETING\*** - Whit Monday holiday



Wednesday 12 June - Managing global problems: synthesis

- Park, Chapter 11 "Conclusion: If Global Governance is the Answer, What is the Question?"
- Additional readings to be announced on BlackBoard.*

**Week 25: Simulation Exercise Week**

Monday 17 June – Simulation exercise

❖ ***Paper Drafts Due by 17:00 through BlackBoard***

- Brulé, D, and A. Mintz. 2010. "Foreign Policy Decision Making: Evolution, Models, and Methods." *Oxford Research Encyclopedia of International Studies* (April): 1–26.  
[DOI:10.1093/acrefore/9780190846626.013.185](https://doi.org/10.1093/acrefore/9780190846626.013.185)
- Rhode, A, A. Schönbohm, and J. Van Vliet. 2014. "The Tactical Utilization of Cognitive Biases in Negotiations." Berlin. *Working Papers of the Institute of Management Berlin at the Berlin School of Economics and Law (HWR Berlin)*, No. 80, Berlin School of Economics and Law (HWR Berlin), IMB, Berlin.  
<https://www.econstor.eu/bitstream/10419/98253/1/788474057.pdf>

Wednesday 19 June – Simulation Exercise

- ❖ *Groups and role assignments will be given on Monday 17 June--- it is therefore critical that you attend class on 17 June!*
- ❖ ***Simulation Debrief due by Friday 21 June, by 17.00, through BlackBoard***

**Week 26: Writing Week**

Monday 24 June - One-on-one meetings: feedback on draft essays

- ❖ *No 'class' meeting. One-on-one appointments for each student will be scheduled in advance.*

Wednesday 27 June - Writing Café (in-class)

- ❖ *No assigned readings. Come to class prepared to work on writing or editing your paper. Information will be available for those students who are interested in collaborative writing exercises.*

**Week 27: Essays Due**

Monday 1 July – \*NO CLASS MEETING\*

- ❖ ***Essays Due by 17:00, by email (to BOTH instructors) AND Ephorus***