

POLS Y346 – Summer 2023

Course Title: Politics of Global Governance

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*Class Time: **Tuesdays** and **Thursdays**, 11:00 – 12:15 pm*

*Office Hours: **Mondays** 11:00 - 12:00 pm and by appointment*

Location for class and office hours: <https://iu.zoom.us/j/8762974332>

Office Hours

Typically, Monday mornings between 11:00-12:00 pm is when I will be available via Zoom for office hours, first come first serve, or upon request via email or Canvas messages. Additional Zoom meetings can be arranged by appointment at a time convenient to you and me.

Communication Policy

You may send me a message through email (my preferred mode of communication) or Canvas. I have multiple roles within the university. Receiving messages through my email helps me stay organized. I will get back to you within 48 hours, excluding weekends and holidays when it might take longer to respond.

Course Description

Global governance refers to the process of decision-making and problem-solving that occurs between and among states, international organizations, and other non-state actors on a global scale. It aims to manage global issues such as human rights, environmental protection, economic stability, and security that cannot be effectively addressed by individual nation-states alone. As the world becomes more complicated, so too does global governance, which features the increasing density of international institutions, policies, rules, and strategies, increasing diversity of interests and power relations among these actors, as well as the increasingly interdependent and dynamic nature of global issues.

This course will explore the evolving structure of global governance. In the past, global governance was primarily shaped by large inter-governmental organizations (IGOs), established by and for states. However, significant changes have occurred in recent decades, both in terms of the frameworks and the entities responsible for global governance. A diverse array of actors now plays a role, including nongovernmental organizations, public-private partnerships, regime complexes, private governance authorities, and more. This raises questions about the reasons behind this varied landscape of global governance. Is it a manifestation of innovative thinking or a response driven by desperation? Can these new arrangements better address the challenges of our time? Does the proliferation of such initiatives and the complexity they entail indicate an improved understanding of problem-solving in the world? Moreover, how have these transformations affected the legitimacy of the global governance system?

At the end of this course, I expect that you can have a basic understanding of global governance and have your own thoughts on the above questions. I also hope that this course will intrigue your interest in global governance or, even further, to engage in world affairs as a practitioner or researcher.

Class Structure

This course is fully online with a hybrid mode. 70% of the class will be synchronous, and 30% will be asynchronous classes. Students are expected to attend every scheduled synchronous class. For the asynchronous classes, recorded lectures will be provided. This class will use Canvas modules for you to reach course materials, watch recorded lecturing videos, and complete weekly assignments and the final project.

Course Schedule

Week	Module	Date	Title	Mode
1	1	6/20	Course Overview & Intro to Global Governance	S
	2	6/22	Global Governance: Old and New	AS
2	3	6/27	Why Institutions matter?	AS
	4	6/29	International Organizations	AS
3	5	7/4 (Independence Day)	Non-governmental Organizations, Transnational Actors, and Public-Private Partnerships (Bonus)	No class (Readings and the quiz optional)

	6	7/6	Institutional Design and the Principal-Agent Theory	S
4	7	7/11	Networks in Global Governance: Conceptions	S
	8	7/13	Inter-governmental Organization Networks	S
5	9	7/18	Networks of Transnational Advocates and Public Officials	S
	10	7/20	Politics of Rankings, Standards, and Indicators	S
6	11	7/25	Global Health Governance	S
	12	7/27	Progress of Global Governance: Is it Improving?	S

Note: Synchronous (S); Asynchronous (AS)

Required Reading Materials

All readings and course material will be posted to Canvas. I will upload lecture slides to Canvas after class. It is essential that you have access to Canvas and Zoom since this class is entirely online. Please let me know immediately if you do not have reliable access to Canvas and Zoom.

- Required Readings and Assignments

Tuesday, June 20 (Module 1): Course Overview & Intro to Global Governance

- *No readings*
- After-class assignment: *Why do you want to take this course?*

Due: Sunday, June 25

Thursday, June 22 (Module 2): Global Governance: Old and New

- Barnett, Michael N., Jon C.W. Pevehouse, and Kal Raustiala. 2021. "Introduction: The Modes of Global Governance." In *Global Governance in a World of Change*, eds. Jon C. W. Pevehouse, Kal Raustiala, and Michael N. Barnett. Cambridge: Cambridge University Press, 1–47.
- Reading quiz 1. **Due: Wednesday, June 21**

Tuesday, June 27 (Module 3): Why Institutions Matter

- Abbott, Kenneth W, and Duncan Snidal. 1998. “Why States Act through Formal International Organizations.” *Journal of conflict resolution* 42(1): 3–32.
- Reading quiz 2. **Due: Monday, June 26**

Thursday, June 29 (Module 4): International Organizations

- Acharya, Amitav, and Dan Plesch. 2020. “The United Nations: Managing and Reshaping a Changing World Order.” *Global Governance: A Review of Multilateralism and International Organizations* 26(2): 221–35.
- Nesadurai, Helen ES. 2004. “Asia-Pacific Approaches to Regional Governance: The Globalization-Domestic Politics Nexus: The Globalization–Domestic Politics Nexus.” In *Asian Regional Governance*, Routledge, 163–88.
- Reading quiz 3. **Due: Wednesday, June 28**

Tuesday, July 4 (Module 5): Non-governmental Organizations, Transnational Actors, and Public-Private Partnerships (Bonus)

- Scholte, Jan Aart. 2018. “Civil Society and NGOs.” In *International Organization and Global Governance*, Routledge, 351–64.
- Sinclair, Timothy J. 2018. “Credit Rating Agencies.” In *International Organization and Global Governance*, Routledge, 379–90.
- Reading quiz - bonus. **Due: Monday, July 3**

Thursday, July 6 (Module 6): Institutional Design and the Principal-Agent Theory

- Snidal, Duncan, and Henning Tamm. 2018. “Rational Choice: From Principal—Agent to Orchestration Theory.” In *International Organization and Global Governance*, Routledge, 135–45.
- Reading quiz -4. **Due: Wednesday, July 5**

Tuesday, July 11 (Module 7): Networks in Global Governance: Conceptions

- Eilstrup-Sangiovanni, Mette. 2018. "Global Governance Networks." In *Global Governance Networks*, eds. Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell. Oxford University Press, 689–714.
- Reading quiz 5. **Due: Monday, July 10**

Thursday, July 13 (Module 8): Inter-governmental Organization Networks

- Lupu, Yonatan, and Brian Greenhill. 2017. "The Networked Peace: Intergovernmental Organizations and International Conflict." *Journal of Peace Research* 54(6): 833–48.
- Reading quiz 6. **Due: Wednesday, July 12**

Tuesday, July 18 (Module 9): Networks of Transnational Advocates and Public Officials

- Murdie, Amanda, David R Davis, Baekkwon Park, and Maya Wilson. 2018. *How Does the "Network" Work? Reflections on Our Current Empirical Scholarship on Transnational Advocacy Networks*. Dejusticia-Centro de estudios de derecho, justicia y sociedad.
- Henriksen, Lasse Folke, and Leonard Seabrooke. 2021. "Elites in Transnational Policy Networks." *Global Networks* 21(2): 217–37.
- Reading quiz 7. **Due: Monday, July 17**

Thursday, July 20 (Module 10): Politics of Rankings, Standards, and Indicators

- Broome, André, and Joel Quirk. 2015. "The Politics of Numbers: The Normative Agendas of Global Benchmarking." *Review of International Studies* 41(5): 813–18.
- Cooley, Alexander, and Jack Snyder. 2015. "Rank Has Its Privileges: How International Ratings Dumb Down Global Governance." *Foreign Affairs* 94(6).
- Reading quiz 8. **Due: Wednesday, July 19**

Tuesday, July 25 (Module 11): Global Health Governance

- McInnes, Colin. 2018. "Global Health Governance." In *The Oxford Handbook of Global Health Politics*, eds. Colin McInnes, Kelley Lee, and Jeremy Youde. Oxford Academic, 264–79.
- Youde, Jeremy. 2018. "The Evolution of Global Health Governance." In *Global Health Governance in International Society*, ed. Jeremy Youde. Oxford University Press.
- Reading quiz 9. **Due: Monday, July 24**

Thursday, July 27 (Module 12): Progress of Global Governance: Is it Improving?

- Kahler, Miles. 2018. "Global Governance: Three Futures." *International Studies Review* 20(2): 239–46.
- Special Guest: TBD
- Reading quiz 10. **Due: Wednesday, July 26**

- *Recommended Books*

- Barnett, Michael N., Jon C. W. Pevehouse, and Kal Raustiala, eds. 2021. *Global Governance in a World of Change*. 1st ed. Cambridge University Press.
- Frederking, Brian, and Paul F. Diehl, eds. 2015. *The Politics of Global Governance: International Organizations in an Interdependent World*. Fifth edition. Boulder, Colorado: Lynne Rienner Publishers, Inc.
- Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles. 2015. *International Organizations: The Politics and Processes of Global Governance*. Third edition. Boulder, Colorado: Lynne Rienner Publishers, Inc.
- Lopez-Claros, Augusto, Arthur L Dahl, and Maja Groff. 2020. *Global Governance and the Emergence of Global Institutions for the 21st Century*. Cambridge University Press.
- Weiss, Thomas G. 2013. *Global Governance: Why? What? Whither?* Cambridge, UK ; Malden, MA: Polity Press.
- Weiss, Thomas G., and Rorden Wilkinson, eds. 2018. *International Organization and Global Governance*. Second edition. Milton Park, Abingdon, Oxon; New York, NY: Routledge.
- Whitman, Jim, ed. 2009. *Palgrave Advances in Global Governance*. New York: Palgrave Macmillan.

Assignments and Grading

The final grade for the course will be based on the following components:

- **Participation (20%)**

Since the class is only 6 weeks long, it is crucial that you attend every synchronous meeting (8 times in total). Attendance will be taken through Zoom. If you are unable to attend class for reasons of health, family responsibilities, or religious holidays or any other emergent situations, please contact me.

Unexcused Absence	Attendance Grade
1	19
2	17
3	14
4 - 6	10
7 - 8	5

- **Reading Quizzes and One After-class Assignment (40%)**

For the upcoming week, you will be assigned a reading quiz that consists of 2-3 questions. Each question requires a response of **1-2 paragraphs** and **in total within 600 words for all the questions**. It is important to note that these quizzes are open-book, meaning that you can, and indeed should, refer to the relevant article in answering each question. The purpose of these quizzes is not to fail anyone. They are designed to assist you in comprehending the readings better and ensuring sufficient preparation for the class. We will have 10 required reading quizzes. The full score of each quiz is **6 points**.

Reading Quiz Rubrics:

Criteria	Ratings			Pts
Answering questions based on the content in the	3 pts (Full Marks)	1 – 2 pts	0 pts	3 pts

assigned article(s) with cited pages		With partial proper answers and citation	Without proper answer and citation	
Having your own reflections, thoughts, or critiques on the highlighted topics in the questions	3 pts (Full Marks)	1 – 2 pts Partially relevant to the questions	0 pts No response or not relevant to the questions	3 pts
Total Points				6 pts

Note: The after-class assignment, “*Why do you want to take this course?*”, is only for the first class. Write it in **300 words** using Microsoft Word or by typing the answer directly via the Canvas page. Then you will gain **4 points**.

- **One Policy Paper (40%):**

To provide you with the opportunity to apply what you learn in class, you will be asked to write a short policy paper (worth **30%**). The paper should be between **1200 to 1500 words** (not counting your bibliography), double-spaced and with standard margins) responding to a relevant op-ed of your choice. This paper should include several key components and build on the literature we covered in class, although using external research, in addition, is encouraged.

We will discuss this policy paper project in detail during the class, but, briefly, it should include a review of the op-ed of your choosing and provide different possible policy solutions or comments, supported by relevant research from our class readings or external research. *For the external sources, they should not be more than 50% of your total citations.* There is no specific format requirement on the paper. Please just follow the basic academic writing style, with proper in-text or footnote citations, and include a bibliography at the end of your paper.

A proposal or outline (one or two paragraphs to tell me what op-ed article you will use and what topics in this class you will choose to discuss the article) should be sent to me **no later than July 12th, 23:59**. You are welcome to discuss how to choose the topic of the paper with me in my office hours or by emails. The proposal is worth **10%** of the total grade. As long as you submit the proposal on time, you will not receive a score lower than 8% (out of 10%).

- **Additional Bonus (3%)**

Active participation (4 points)

You will gain 1 point (up to 4 points) for every comment, idea, or question regarding the course materials in the class or through email, Canvas discussion section, or office hours.

Bonus Reading Quiz of Module 5 (6 points)

The bonus assignment is for the readings on July 4th. The full score is 6 points following the reading quiz rubrics. Due on July 30, 23:59.

Grading Scale

Based on the point totals for each student, a grade will be assigned according to the following scale:

Grade	Equivalent Percentage
A+	100-98%
A	97-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	0-59%

Other Course Policies

Respectful communication

You are all expected to behave in a respectful and professional manner in the classroom and in all communications on Zoom and Canvas with each other and me. We are trying to build a scholarly community in our classroom. Every one of us needs to listen respectfully and tolerate the differences of opinion that will undoubtedly be present in our group. This mutual respect and tolerance do not preclude lively debate, questions, and even challenges, but all of this should be done respectfully. We are debating ideas, not undermining, or attacking people as individuals. We sometimes may be talking about sensitive topics in this class, and it is important to remember that we all come from different backgrounds and levels of understanding about the world. Please keep this in mind throughout the entirety of our class sessions. Let's discuss and agree to follow the below guidelines for class discussion:

- Be respectful and honest.
- Strive for intellectual humility. Be open to challenging ideas.
- Listen respectfully and listen actively with the aim of understanding.
- Ask clarifying questions to inform the conversation.
- Allow everyone the chance to speak; be brief and concise.
- Criticize ideas, not people.
- Disagree with curiosity, not hostility.
- Avoid inflammatory language.

Microaggressions

Microaggressions are words or actions that communicate derogatory, hostile, or exclusionary messages toward a group of people based on their identities. They are subtle and even unintentional forms of prejudice that often reveal underlying bias. Microaggressions may come from individuals without malicious intentions, as they can draw on deep-seated and unconscious bias, yet their impact does not depend on intent, and they still deliver a message that the targeted person doesn't belong or is inherently inferior to the dominant culture. It is important to note that microaggressions are not necessarily just racially motivated. Women experience them regularly when they are ignored in meetings or in the classroom, or even worse, their comments are only given credence when repeated by a man. Same-sex couples holding hands or showing affection in public may receive threatening looks or outright aggression. In all cases, the not-so-subtle message is that the person to whom the microaggression is directed is deviant,

inferior, “other,” or outside of the normalized group. Consider these microaggressions and their implications:

- Pointing out that an Asian American student or colleague speaks English well.
Implications: The person is "other" or foreign; Their intelligence and ideas are dismissed by focusing only on language skills.
- Asking a Latinx student where they are from.
Implications: They are foreign and don't belong here.
- Asking the woman in the group to take notes.
Implication: Women should have limited-service roles; Their ideas are less valuable.
- Telling a Black student that they are articulate.
Implications: People of color are generally not as intelligent as Whites.

Microaggressions oftentimes are unintentional and in very subtle forms. They may not be so harmful to a person or the class immediately, but gradually, microaggressions could derogate a person’s confidence and self-esteem, and ruin the learning vibe of a class. Our class is a learning community, and microaggressions make it difficult for us to focus on learning because people feel offended. As an instructor, I will pay more attention to microaggression from students and myself. And I hope you, too, be more mindful when commenting and conversing with classmates.

During Class/Zoom Etiquette

The guidelines below are intended to help us have smooth conversations in Zoom and promote a positive learning environment for us all.

- Mute your microphone when you are not speaking.
- Be mindful of background noise and distractions around you, as much as possible.
- Adjust your camera and lighting so we can see your face well when you are on video.
- Please **keep your video on** to the maximum extent possible. Need to yawn, sneeze, blow your nose, or do something you don’t want us all to see? Mute your audio and turn off your video for a moment. But honestly, we’re all human, so don’t be embarrassed!
- On the bottom of the Zoom window, click on “Participants” and “Chat.” Two pop-up windows will open on the right side of your screen.
- When you want to speak, use the **“Raise Hand”** feature (on the bottom left of the Participants window). Be sure to unmute yourself to talk.

- Use the Chat box to make a point or ask a question. Remember that Chat is public and may be recorded and archived.
- Have a plan for taking notes (paper and pencil, digital notepad, Word/Pages doc).
- Dress like you are coming to the classroom (i.e., no nudity please)!

When we are on Zoom, it is really tempting to multi-task, but please give us your full attention. You might want to minimize/close all other windows, so you are not distracted by email or other applications. Turn off your phone or put it away; just like in class, please use it only if there is an emergency. You can have something to eat or drink but be mindful of how noisy some foods can be.

Academic Integrity Plagiarism (VERY IMPORTANT: PLEASE READ!)

This class, like all classes at Indiana University, requires that students abide by the “Code of Student Rights, Responsibilities and Conduct.” Please familiarize yourself with this document: <https://studentcode.iu.edu/about/index.html>.

We shall strictly abide by university regulations concerning plagiarism at: <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>). The definition of plagiarism is simple: copying from outside sources (including ChatGPT) and claiming the latter as your own work. There have been several cases of plagiarism in previous classes, and they were always detected through the available software. You may, of course, refer to and draw from existing sources, but you should properly acknowledge them. If you have any questions, feel free to ask us in due course.

All suspected violations of the Code will be reported to the Office of Student Conduct in the Division of Student Affairs and handled according to university policies. Sanctions for academic misconduct may include a failing grade on the assignment, a reduction in your final course grade, and a failing grade in the course, among other possibilities, including expulsion from the University. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification from me in advance.

Writing Support

Expressing ideas effectively and well requires effort and practice, and fortunately, the University has expert writing support services available to all students. For free help at any phase of the writing process – from brainstorming to polishing the final draft – call Writing Tutorial Services (WTS, pronounced “wits”) at 812-855-6738 for an appointment (<https://wts.indiana.edu>). When you visit WTS, you will find a tutor who is a

sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call-in advance. Appointments are held at the main WTS location in the Learning Commons on the first floor of Wells Library. Walk-ins are possible only at their satellite locations. Refer to the WTS website for information regarding hours and locations.

Sexual Misconduct and Title IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- Sexual Assault Crisis Service at (812) 855-8900, reachable 24/7/365 (counseling services)
- Confidential Victim Advocates at (812) 856-2469 (advocacy and advising services)
- IU Health Center at (812) 855-5711, reachable 24/7 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will be shared only with those who need to know in order to ensure the University can respond and assist. I encourage you to visit <https://stopsexualviolence.iu.edu/> to learn more.

Online Course Materials The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable for students who may only have intermittent access to the internet, but you should not distribute, post, or alter the faculty member's intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to repost in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Online class or discussion sessions should not be recorded individually by students and recordings of class sessions should not be reposted or distributed in any other forum. Violations of this course rule will be reported to the

appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Syllabus Revision

The weekly schedule is a road map; it is not the journey itself, so be flexible about changes that might occur as we travel together. Changes to the syllabus will be announced in class and in the “Announcements” section of Canvas. You are responsible for keeping up with any changes that are made.