College of Liberal Arts
International Christian University

GLS101 Global Governance

Autumn 2013

Instructor: Katsuhiko Mori  Units: 3
Classroom: H-203  Course Schedule: *4/M *4/TH
Instructor’s Office: ERBII-221
Instructor’s Office Hours: 3/W 4/W

Course Description:
The aim of this course is to provide students with a comprehensive overview of theoretical and practical challenges involved in the complex subject of global governance. It traces the evolving roles of both states and non-state actors and covers a wide range of issues on peace and security, human rights and democracy, money and finance, trade and investment, and sustainable development and the environment.

Learning Goals:
Students can expect to:
1. Possess a broad understanding of how global governance is conceptualized;
2. Be familiar with a wide range of cases in which globalization is experienced, managed, or resisted by a variety of stakeholders across different issues; and
3. Effectively apply and demonstrate analytical skills to evaluate various solutions to complex problems of global governance.

Contents:
1. Introduction to Global Studies
2. Global Governance Theory
   (September 9) Theory 1: Regimes, Institutions, and International Governance
   Questions:
   1. What is global governance?
   2. Is the UN really the central piece of global governance? What about the G-20?
   3. How do the major IR theories (liberalism, realism, Marxism, and constructivism) deal with the challenges of global governance?
Required Reading:

Suggested Reading:

(September 12) Theory 2: Governance of Corporate Globalization
Questions:
1. Why and how did capitalist globalization happen?
2. Are the IMF and the World Bank playing a central role in governance of global capitalism, while enjoying relative autonomy at global level?
3. Do transnational corporations have greater weight in redefining global governance? Does Corporate Social Responsibility make a difference?

Required Reading:

Suggested Reading:
Theory 3: Globalization of Civil Society

Questions:
1. Why and how has the number of NGOs increase exponentially since the mid-1970s?
2. What are NGOs’ relationships to IGOs, states, and other nonstate actors?
3. What are sources and limits of influence of NGOs and civil society in global governance?

Required Reading:

Suggested Reading:

3. International Governance
(September 16) Case 1: Unicef and Roll Back Malaria

Questions:
1. Why is partnership so popular in the recent international declarations, as demonstrated by Roll Back Malaria, Millennium Development Goals, NEPAD, and TICAD?
2. What do partnerships actually mean for WHO, UNICEF, the Japanese Government, other G-7 countries, Sumitomo, and NPOs/NGOs?
3. How can partnerships be managed more effectively?

Required Reading:

Suggested Reading:

4. Corporate Globalization
(September 19) Case 2: Nike and Corporate Social Responsibility

Questions:
1. What are the interests and goals of (A) Nike officials, (B) the management of a subcontractor that produces Nike products, (C) the Indonesian government, (D) a government in a country where Nike products are not made but desires development of an apparel or footwear industry, (E) Le and other women workers in the factory owned by the subcontractor, and (F) human rights
NGOs?

2. In April 1998, what options were available to Nike? If you were a top advisor to Phil Knight, what would you recommend?

3. Has ICU dealt with or should it deal with sweatshop issues for sports teams and college logos?

 Required Reading:

5. Emerging Global Civil Society
(September 26) Case 3: Jubilee 2000

Questions:
1. Why and how did the debt crisis emerge?
2. Do you find the pro-debt relief or anti-debt relief argument more persuasive? What are the strengths and weaknesses of each side’s arguments?
3. If Bono and other high-profile personalities had not signed on to debt forgiveness, would governments have responded differently?

 Required Reading:

6. Peace and Security
(September 30) Theory 4: Global Peace and Security Governance

Questions:
1. Which of the four types of proliferation do you think represents the most serious threat to international security?
2. Is globalization a positive or negative development in terms of the quest for worldwide peace and security?
3. What are new threats to security? How should they be coped with?

 Required Reading:

Suggested Reading:
Ramesh Thakur and Edward Newman, eds., New Millennium, New Perspectives: The United Nations,
(October 3) Case 4: India and Nuclear Proliferation

Questions:
1. Why and how did India go nuclear in 1998?
2. Does India’s decision to go nuclear actually promote its security by establishing a nuclear
deterrence against Pakistan and China? Is national and international security best furthered
through nuclear deterrence or through disarmament?
3. Despite that the U.S. had long supported the CTBT, why did the U.S. Senate vote against ratifying
the treaty in 1999?

Required Reading:
Dinshaw Mistry, “India’s Nuclear Tests: The Consequences for International Security,” (Case Study
for the Carnegie Council on Ethics and International Affairs 519, 2000).

6. Human Rights and Democracy

(October 7) Theory 5: Global Human Rights and Democratic Governance

Questions:
1. Which generation of human rights do you think is most important?
2. The international women’s conferences of 1975-1995 each advanced the same three themes:
equality, development, and peace. Do you agree these themes belong together?
3. How can humane governance and global democracy be moved forward?

Required Reading:
Issues, Chapter 4.
Elise Boulding and Heather Parker, “Women and Development,” in Snarr and Snarr, eds.,
Introducing Global Issues, Chapter 10.
Governance Reader, Chapter 5.

Suggested Reading:
Jean-Marc Coicaud, Michael W. Doyle, and Anne-Marie Garner, eds., The Globalization of Human
Rights, (United Nations University, 2003)

(October 10) Case 5: International Criminal Court

Questions:
1. In spite of the failure of the post-World War II effort to form an ICC, why was the formation of
an ICC reintroduced in 1989? What factors contributed to the increased support for the ICC in the
2. Who were the primary actors involved in the process of negotiating the Rome Statute? Why was the US opposed to the statute? Why were the European states in favor of it?

3. Is the ICC an example of a new global governance structure?

Required Reading:

7. Money and Finance
(October 14) Theory 6: Global Financial Architecture
Questions:
1. How did the international monetary system evolve?
2. How did the Bretton Woods system demise?
3. Are current World Bank and IMF policies helping or hurting less developed countries?

Required Reading:

Suggested Reading:

(October 17) Case 6: Korea and Asian Financial Crisis
Questions:
1. What factors helped shape Korea’s development and the “Asian Economic Miracle”?
2. Why and how did the Korean economic crisis occur in 1997-98?
3. Was the IMF’s program too intrusive? Do you think the IMF created a moral hazard problem?

Required Reading:

8. Trade and Investment
(October 21) Theory 7: Global Trade and Investment Governance
Questions:
1. Are your views closer to those of a liberal or a mercantilist?
2. What challenges is the WTO faced with?
3. Is new regionalism a stumbling block for the multilateral trading system?
Required Reading:
Suggested Reading:

(October 24) Case 7: The WTO and Drug Access
Questions:
1. What were primary interests of the following five sets of actors as negotiations over drug access got underway: the U.S., Brazil and India, Thailand, Sub-Saharan Africa and the Caribbean, the EU and Japan? Why did they have different interests?
2. What is compulsory licensing? Why did developing states argue that the rules already outlined in TRIPS were insufficient?
3. Do you think the issues of drug access were sufficiently important to threaten progress on the overall trade agenda?
Required Reading:
Suggested Reading:

8. Economic Growth and Human/Social Development
   (October 28) Theory 8: Global Development Governance
Questions:
1. What is poverty? Are you more inclined to measure poverty in terms of absolute income, income distribution, or the capacity to reach more specific goals such as the MDGs? If the latter, what would be your list of goals?
2. Is the UN’s approach to economic development different from that of the Bretton Woods institutions?
3. Is population growth a major global problem?
Required Reading:


Suggested Reading:

(October 31) Case 8: Coffee Industry in El Salvador

Questions:
1. Who are the various stakeholders involved in this situation, and what are their respective objectives? Where do these objectives conflict?
2. What are the underlying causes of the coffee industry crisis?
3. Should the Salvadoran government act to save the coffee industry? If yes, what strategy would you recommend? If no, why not?

Required Reading:

Suggested Reading:

10. The Environment and Sustainable Development

(November 11) Theory 9: Global Environment and Sustainable Development Governance

Questions:
1. How has the concept of sustainable development evolved since the 1972 Stockholm conference?
2. What are some of the major differences between the acid rain problem and the ozone problem, and between the ozone problem and the global warming problem? Why is it so difficult for the global community to reach a viable solution regarding global warming?
3. Should countries’ security policies address environmental security?

Required Reading:

Mark Seis, “Regulating the Atmospheric Commons,” in Snarr and Snarr, eds., *Introducing Global Issues*, Chapter 14


Suggested Reading:

(November 14: Make-up) Case 9: Japan and the Kyoto Protocol

Questions:
1. What is the problem facing Mr. Yonemoto? How might Mr. Yonemoto deal with the various types of difficulties that he has encountered?
2. Compare and contrast the basic positions of the following actors on COP-3: the Japanese government, the Japanese business community, the Japanese NGO community, the EU, the U.S. government, developing countries, and the IPCC?
3. If you were in Mr. Yonemoto’s position, what strategy would you formulate?

Required Reading:

**Evaluation and Grading Policy:**

Participation and Presentation (20%), Check-up Quizzes (30%), Final Project (50%)

Each presentation group is expected to upload a PowerPoint file (as a group) online 24 hours in advance of the presentation date. Presentations should last no more than 20 minutes.

There will be three check-up quizzes on September 26, October 17, and November 11. They will cover the required readings for Theories and Cases 1-3, 4-6, and 7-9, respectively.

The final project will be formatted to fit either the 2013 International Student Essay Contest (Option 1) or the 2014 Trans-Pacific Student Contest (Option 2), both of which are organized by the Carnegie Council for Ethics in International Affairs.

Option 1: A single-authored essay (1,000-1,500 words) Topic: What does moral leadership mean to you?
http://www.carnegiecouncil.org/news/announcements/0082

Option 2: An internationally co-authored essay (2,000-3,000 words) or a video clip (10 minutes).
Topic: What are current or historical developments in your home country that illustrate shared or different values between your and your contest partner's country? If possible, please include relevant personal experiences.
http://www.carnegiecouncil.org/news/announcements/0085

**Reference Books:**

Miles Kahler and David A. Lake, eds., Governance in a Global Economy (Princeton University Press, 2003). [333.6/Ka19g]
Charis Gresser and Sophia Tickell, Mugged: Poverty in Your Coffee Cup (Oxfam, 2004). [617.3/G83m]

Case Materials:
Students should purchase a copy of the customized casebook prepared for this course from the Georgetown University’s ISD e-commerce site, www.guisd.org. The book can be referred to as item “cb258, Global Governance, Mori.” The cost for the PDF file download is $27.00.