Political Science 389: Global Governance  
Fall, 2017  
Location: RCH 308  
Time: Mondays and Wednesdays, 8:30-9:50am

Instructor: Adam Malloy  
Office Location: Hagey Hall 340  
Email Address: amalloy@uwaterloo.ca  
Office Hours: Wednesdays, 12-2pm  

Contact Policy: I am happy to assist you in whatever capacity I can. Please be advised that this term I am teaching another class immediately following ours. As such, I will not be available to meet with you after class. Try to visit me during my office hours. If this is not possible for you, please do email me, and we will try to find a mutually convenient time.

Territorial Acknowledgement: We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Course Description: This course introduces students to the field of global governance studies. We will begin by developing an understanding of what makes governance distinct from government, and we will examine multiple sites, scales, structures, actors and processes involved in governance. Our interdisciplinary approach will take into consideration how economic, social, cultural, political, environmental and other factors affect – and are affected by – governance challenges.

Pre-Requisites: Level at least 3A.  
Anti-Requisites: PSCI 357 taken before winter 2010.  
Cross-listed course: LS 366.

Course Objectives:  
By the end of this course, students should be able to:

1. Investigate in a preliminary way several issues of concern to scholars and stakeholders in the field of Global Governance.
2. Hone critical analytical skills by applying course concepts to contemporary governance issues.
3. Intelligibly evaluate the strengths and weaknesses of various theories and methods pertaining to global governance.
4. Develop academic writing and research aptitude.
5. Learn about the advantages and disadvantages of interdisciplinarity in research.
In order to address these learning objectives, I have organized the course in such a way that it requires students to engage attentively and intentionally with the learning materials. Through a series written reflections, research, assignments, and a cumulative exam, students will deepen their understanding of global governance, develop their critical and analytical skills, and gain experience in writing for politically-engaged and professional audiences.

**University Regulations:**

**Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity:**

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**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, Student Discipline [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Student Petitions [http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). In addition, consult Student Grievances [http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) for the Faculty of Arts’ grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy
72 - Student Appeals, Student Appeals [URL](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):** [Academic Integrity](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** [Academic Integrity Office](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

**Turnitin.com:**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

**Texts:**

Rather than working out of a textbook, this course uses a selection of required reading materials from various academic journals, news media, and institutional sources. You will be able to retrieve all readings, free of charge, from our course page on LEARN.

**Course Requirements, Expectations, and Standards:**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Critical Comprehension Papers (3 in total)</td>
<td>Sept 13 through Nov 6</td>
<td>30%</td>
</tr>
<tr>
<td>Op-Ed</td>
<td>Friday, October 20</td>
<td>20%</td>
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<tr>
<td>Policy Brief</td>
<td>Friday, November 17</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBD: During exam period</td>
<td>30%</td>
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Assignments:

**Assignment #1: Critical Comprehension Papers (3 short papers, 10% each, total 30%)**

Using all of the assigned readings for a particular week, compose a short response paper and submit it to the professor in hardcopy at the beginning of that week’s Monday class. You are required to submit three of these short papers over the first nine weeks of the course. The purpose of this exercise is, first, to enable your informed participation in classroom discussions; and, second, to get in the habit of thinking carefully and critically about the sources you engage with. You may choose any three weeks up to and including Week 9 (this week’s paper would be due on Monday Nov. 6). Should you choose to submit a paper for the first week’s readings, you may submit this one on Wednesday, September 13. NOTE: The option to submit a paper on Wednesday applies only to the first week of class. If you choose to submit a paper during Week 5, it will be due in class on Friday October 13. (This week’s schedule is altered due to the Thanksgiving holiday, and the two designated study days).

Totalling 2-3 pages in length (approx. 600-800 words, 12-point font, 1-inch margins, in Word or rich text format), each of these short papers must contain the following components:

1. Provide a summary statement (two or three sentences maximum) which integrates or contrasts each reading’s main argument. This statement should be written in your own words as far as possible.

2. Identify and define some of the key terms or concepts that the authors use.

3. Identify three or four issues or questions in the readings that arise for you, and which merit some discussion. Provide some of your own insight on why these issues are important to the study of global governance. What do you find most compelling about the authors’ arguments? What aspects of their arguments do you find problematic or unconvincing? Why?

Each of these three short papers is worth 10% of your final grade. Combined, they amount to 30% of your final grade. Should you choose to submit more than three weekly papers, your final grade will be calculated based on the sum of your three highest scores. Papers submitted after the start of that week’s Monday class will not be graded.

**Assignment #2: Op-Ed (20%)**

Students will choose a global governance issue arising out of class readings, lectures or discussions, take a position on this issue, and write an Op-Ed that might appear in a major international periodical such as The New York Times or The Guardian. An Op-Ed is a short persuasive essay, written for publication in a periodical, through which the author attempts to influence public opinion on an issue. Draw on class readings, external research, statements by public figures, and/or other relevant sources knowledge, as you contribute to a contemporary debate in a way that is thoughtful, non-dogmatic, original and
persuasive. For help on what makes an effective and publishable Op-Ed, you may refer to Trish Hall’s advice found at: Assignment 2 http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html?_r=0. This document is also available through our course page on LEARN.

As an exercise in writing for an audience which expects both compelling logic and a quick read, you must keep your essay concise. Expected length: 2-3 pages (approx. 600-800 words, 12-point font, 1-inch margins, in Word or rich text format).

NOTE: Your Op Ed assignment and your Policy Brief assignment must NOT focus on the same issue.

Assignment #3: Policy Brief (20%)

Whether you are an elected official representing your constituents in parliament, a Cabinet Minister responsible for developing your country’s immigration policy, a municipal politician concerned about the impact of climate change, a labour organization concerned about international trade regulations, or a consumer who wants to know that the goods they purchase are ethically sourced, we all have an interest in public policy. Developing policy is a complex task which must account for conflicting interests. Stakeholders use policy briefs to provide information on specific issues, and advocate for specific policy responses. For example, they may seek to present evidence that certain industrial practices result in adverse public health effects, and advocate for certain environmental regulations. Or they may document the economic and social costs of not providing subsidized daycare for people with low income.

For this assignment, students will identify an issue of concern to global governance (such as human rights, climate change, reconciliation, international trade, etc.) and the scale of governance (community, municipal, regional, provincial, national, international, hemispheric, global) that their issue concerns. In their Policy Brief, students will provide an overview of the information relevant to their issue, and recommend a specific policy response based on the information presented. The audience may be governing officials, an executive committee, an industry, a civil society organization or an international governing body, or the public at large.

Refer to the guidelines provided in the document entitled Writing an Effective Policy Brief, available on our course LEARN page. Not including your Cover page and Executive Summary, this paper should be 5-8 pages in length (approx. 1500-2000 words, 12-point font, 1-inch margins, in Word or rich text format).

NOTE: Your Op Ed assignment and your Policy Brief assignment must NOT focus on the same issue.
Tests & Examinations:

Final Examination:
The semester will conclude with an integrative final examination, consisting of short-answer and essay questions as well as multiple-choice and fill-in-the-blank questions. This exam is “closed book” (no aids), and will cover all course material – lectures, readings, class discussions, and videos. It will take place during the exam period, at a time chosen by the UW Registrar. Your registration in this course signals your commitment to take the exam whenever it is scheduled during the designated exam period. Do not make travel plans until you know the exam schedule. Please note: Student travel plans are not an acceptable reason for granting an alternative examination time.

Late Policy:
Students who contact the professor well in advance of a due date to inform them about realistic complications that will postpone completion of a paper usually receive favourable consideration. Although exceptions may occasionally be made to account for exceptional circumstances, the following penalties will be applied to papers that arrive late without prior clearance:

- One day to one week late: -5%
- Eight days to two weeks late: -10%
- 15 days to three weeks late: -15%
- More than three weeks late: -20%

Please do not make the mistake of failing to submit a paper. Up until final exam time, I believe that “Late is better than never.” I recognize that life can be complicated and am willing to work with those who take the initiative in their communications and demonstrate commitment to getting the job done.

Policy About Collaborative Work:
No collaborative work is expected in this course.

Other Course Policies:

Gender Neutral Language
Before discussing course components and learning materials, a note about the importance of the language we use. You may notice that some of our readings contain gendered language that would be considered inappropriate by today’s intellectual norms. I request that you use gender-neutral language except where you are referring to a specific gender. “He” and “His” and “Man” and “mankind” are no longer acceptable generic terms. Nor are countless other expressions that derive from the assumption that man=human.

It is important to get into the habit of using gender-neutral language for at least two reasons:
1. Clarity of Expression: When you write or say ‘man’ or some other masculine/generic term, readers should be confident that you are talking about a man, and not about men in general, women, boys, girls, humanity, etc. The way to avoid misunderstandings is to use terms literally and precisely. If you mean all humans, then say ‘humans’ or ‘humanity’ or ‘humankind’ or ‘people’ and so on.

2. Empowerment: Each time we use a masculine word as a generic term, we perpetuate the conception that male norms, male experiences, male perceptions, and male perspectives are societal norms and experiences. We imply that female norms, experiences, perceptions and perspectives are marginal and abnormal. Such usage disempowers females and reproduces male domination/female subordination (Patriarchy). By using gender-neutral language we can challenge patriarchy, empower females, and increase our sensitivity to our own unintentional sexism. Gender-neutral expression is not just a matter of style; it is also a matter of politics and research ethics.

Schedule:

WEEK ONE: Introduction to the Study of Global Governance
September 11 and 13

Reading 1:

Reading 2:

Reading 3:

Note: Would you like to use this week’s readings as the focus of your first Critical Comprehension Paper? If so, it must be submitted, in person, prior to the start of class on Wednesday, September 13.
WEEK TWO: Hegemony and Power in Global Governance
September 18 and 20

Reading 1:

Reading 2:

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, September 18.

WEEK THREE: Territoriality and Global Governance
September 25 and 27

Reading 1:

Reading 2:

Reading 3:

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, September 25.

WEEK FOUR: International Institutions
October 2 and 4

Reading 1:

Reading 2:
Reading 3:
“Master, mistress or mouse?” The Economist, May 21, 2016.

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 2.

WEEK FIVE: Law and Justice
FRIDAY October 13

*Notice* Class this week will be on Friday, October 13. Monday, October 9, is Thanksgiving, meaning no classes will be held on this holiday. The university has designated Tuesday, October 10, and Wednesday, October 11, as study days. When classes resume on Thursday, October 12, they will follow a Tuesday class schedule, and on Friday, October 13, they will follow a Wednesday class schedule. Therefore, we will have class on Friday, October 13.

Reading 1:

Reading 2:

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Friday, October 13.

WEEK SIX: Development Discourse and the Making of the Third World
October 16 and 18

Reading 1:

Reading 2:
Reading 3:

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 16.

Note: Upload your Op-Ed Assignment by 11:59 p.m. on Friday, October 20.

WEEK SEVEN: The Changing Dynamics of International Relations
October 23 and 25

Reading 1:

Reading 2:

Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 23.

WEEK EIGHT: Networked Governance
October 30 and November 1

Reading 1:

Reading 2:


Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, October 30.
WEEK NINE: Indigenous Issues
November 6 and 8


Note: Would you like to use this week’s readings as the focus of one of your Critical Comprehension Papers? If so, it must be submitted, in person, prior to the start of class on Monday, November 6.

WEEK TEN: Gendering Global Governance
November 13 and 15

Reading 1:

Reading 2:

Note: Upload your Policy Brief Assignment by 11:59 p.m. on Friday, November 17.

WEEK ELEVEN: Environmental Governance
November 20 and 22

Reading 1:

Reading 2:
WEEK TWELVE: Participatory Processes and Governance from Below
November 27 and 29

Reading 1:
Pratt, Geraldine and Caleb Johnston. Turning theatre into law, and other spaces of politics. 

Reading 2:

WEEK THIRTEEN: Course Review and Wrap-Up
December 4

No readings assigned.

FINAL EXAMINATION: Date to be announced, between December 7 and 21, 2017.