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Global Governance

Course Code:	POL3205
Recommended Year of Study:	2 or 3
No. of Credit/Term:	3
Mode of Tuition:	Lecture-Tutorial
Class Contact Hour:	3
Category in Major Program:	Elective
Discipline:	Politics

Course Aims:

This course explores the growing importance of international organizations and regimes in global governance. With the rise of transnational issues, the world community has seen seeking greater cooperation through international institutions. This course studies how international institutions tackle issues such as terrorism, weapons of mass destruction, human rights violation, genocide, poverty, fair trade, and environment protection.

Learning Outcomes:

Students should be able to comprehend the importance of international organizations in the global governance process. Students should also become familiar with the issues that confront the entire global community, such as security issues, economic issues, environmental issues and social issues.

Teaching Method:

This course consists of lectures, classroom discussions, tutorials, presentations, and research and writing.

Assessment:

The final grade of students will be determined by the following: tutorial presentation 10%, attendance and participation 10%, research paper 30%, final exam

50%. The paper needs to be at least 12 pages long but no more than 15. The topic should be related to international organizations and global governance. The paper is due on 4 May, one week after the last lecture.

Textbooks

Margret P. Karns and Karen A. Mingst. 2010. *International Organizations: The Politics of Global Governance* (on reserve).

Michael T. Snarr and D. Neil Snarr. 2005. *Introducing Global Issues* (on reserve).

Topics

Jan 29. Global Governance and Changing World Politics

Karns and Mingst, Chapters 1 and 2

Klaus Dingwerth and Philippe Pattberg, "Global Governance as a Perspective on World Politics," *Global Governance*, Vol. 53, No. 2 (April-June 2006), pp. 185-203.

Thomas Weiss, "What Happened to the Idea of World Government?" *International Studies Quarterly*, Vol. 53, No. 2 (June 2009), pp. 253-271.

John J. Mearsheimer. "The False Promise of Institutions," *International Security*, Vol. 19, No. 3, pp. 5-49.

Bruce Russett, *Triangulating Peace: Democracy, Interdependence, and International Organizations*, Chapter 1.

Feb 5. History and Institutions of Global Governance

Karns and Mingst, Chapters 3

Richard Haass. 2010. "The Case for Messy Multilateralism," *The Financial Times*, January 5, 2009

Kenneth Abbott and Duncan Snidal. 1998. "Why States Act Through Formal International Organizations," *Journal of Conflict Resolution*, Vol. 42, No. 1, pp. 3-32.

Feb 12. The United Nations as the Central Pillar of Global Governance

Karns and Mingst, Chapter 4

Tanja Bruhl and Volker Ritterger. 2000. "From International to Global Governance: Actors, Collective Decision-making, and the United Nations in the World Of the Twenty-first Century," in Volker Ritterger, ed., *Global Governance*

and the United Nations System.

David Bosco. 2014. "Assessing the UN Security Council: A Concert Perspective," *Global Governance*, Vol. 20, pp. 545-561.

Ian Hurd. 2014. "The UN Security Council and the International Rule of Law," *The Chinese Journal of International Politics*, Vol. 7, No. 3, pp. 361-379.

Feb 26. Assessing the UN in Global Governance

Stewart Patrick. 2015. "Evaluating the United Nations at 70," *Foreign Affairs*, October 20, at <https://www.foreignaffairs.com/articles/2015-10-20/world-weary>.

Bruce Cronin. 2002. "The Two Faces of the United Nations: The Tensions Between Intergovernmentalism and Transnationalism," *Global Governance*, Vol. 8, No. 1.

Rosalyn Higgins. 1995. "Peace and Security: Achievements and Failure," *European Journal of International Law*, Vol. 6, pp. 445-460, at <http://www.ejil.org/pdfs/6/1/1306.pdf>.

March 5. Reforming the United Nations

Edward Luck. 2006. *UN Security Council: Practice and Promises*. Chapter 10, "Reform, Adaptation, and Evolution."

Chadwick Alger. 1996. "Thinking About the Future of the UN System," *Global Governance*, Vol. 2, No. 3: pp. 335-360.

Ruben P. Mendez. 1997. "Financing the United Nations and the International Public Sector: Problems and Reform," *Global Governance*, Vol. 3, No. 3, pp. 283-310.

Thomas G. Weiss. 2003. "The Illusion of UN Security Council Reform," *The Washington Quarterly*, Vol.26, No. 4.

March 12. Regional Institutions for Cooperation

Karns and Mingst, Chapter 5, "Regional Organizations."

Desmond Dinan. 2004. *Europe Recast: A History of European Union*. Chapters 3-7.

Matthias Matthijs, "Europe After Brexit: A Less Perfect Union," *Foreign Affairs*, Vol. 96, No. 1 (January/February 2017), pp. 85-95.

Chu Shulong. 2007. "The ASEAN Plus Three Process and East Asian Security Cooperation," in Amitav Achary, ed., *Reassessing Security Cooperation in The Asia-Pacific*.

Christopher M. Deng. 2017. "East Asian Integration Towards an East Asian Economic Community," Asian Development Bank Institute, at

<https://www.adb.org/sites/default/files/publication/228896/adbi-wp665.pdf>

Richard Feinberg. 2008. "Seeking Balance: Two Decades of the APEC Forum," *Global Asia*, Vol. 3, No. 1, pp. 66-77.

John McKay. 2002. "APEC: Successes, Weaknesses, and Future Prospects," *Southeast Asian Affairs*, April, pp. 42-53.

March 19. Security Issues: The War on Terrorism

Andrea Bianchi. 2006. "Assessing the Effectiveness of the UN Security Council's Anti-terrorism Measures: The Quest for Legitimacy and Cohesion." *The European Journal of International Law*, Vol. 7, No. 5.

Chantal de Jonge Oudraat. 2003. "Combating Terrorism," *The Washington Quarterly*, Vol. 26, No.4.

Hilde Haaland Kramer. 2007. "The UN Security Council's Response to Terrorism: Before and After September 11, 2001," *Political Science Quarterly*, Vol. 22, No. 3, pp. 409-432.

Andrew Kydd and Barbara Walter. 2006. "The Strategies of Terrorism," *International Security*, Vol. 31, No. 1, pp. 49-80.

Rama Mani. 2004. "The Root Causes of Terrorism and Conflict Prevention," in Jane Boulden, ed., *Terrorism and the UN*.

March 26. Security Issues: Weapons of Mass Destruction

Karns and Mingst, Chapter 8, pp. 354-366

Jeffrey S. Lantis. 2005. "Weapons Proliferation and Conflict," in Snarr and Snarr, eds., *Introducing Global Issues*.

Jessica Tuchman Mathews. 2004. "Weapons of Mass Destruction and the United Nations," *Global Governance*, Vol. 10, pp. 265-271.

The Aspen Institute, 2012, "WMD Terrorism," at

<http://www.aspeninstitute.org/sites/default/files/content/docs/hsi/AHSG%20WMD%20Paper%2011.15.12.pdf>

Anthony Cordesman. 2015 "Judging a P5+1 Nuclear Agreement with Iran: The Key Criteria," Center for Strategic and International Studies, at

https://csis-prod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/150330_P5_1_Nuclear_Agreement.pdf

April 9. Security Issues: Peace Keeping

Karns and Mingst, Chapter 8, pp. 289-354

Lynn H. Miller. 1999. "The Idea and Reality of Collective Security," *Global*

Governance, Vol. 5, No. 3, pp. 303-332.

Gideon Rachman. 2009. "Why We Need a United Nations Army," *The Financial Times*, July 21, 2009.

John Mackinlay. 1997. "Second Generation Multinational Operations." in Paul F. Diehl, ed., *The Politics of Global Governance*.

Eva Bertram. 1995. "Reinventing Governments: The Promise and Perils of United Nations Peace Building," *Journal of Conflict Resolution*, Vol. 39, No. 2, pp. 387-418.

Paul F. Diehl. 2000. "Forks in the Road: Theoretical and Policy Concerns for 21st Century Peacekeeping," *Global Society*, Vol. 14, No. 3, pp. 337-360.

Larry Diamond. 2006. "Promoting Democracy in Post Conflict and Failed States: Lessons and Challenges," *Taiwan Journal of Democracy*, Vol. 2, No. 2.

April 16 Legal Issues: International Criminal Justice

Jennifer Elsea. 2002. "International Criminal Court: Overview and Selected Legal Issues," Report for Congress, Congressional Research Service.

Daniel McLaughlin. 2013. "International Criminal Tribunals: A Visual Overview," Leitner Center, Fordham Law School, at <http://www.leitnercenter.org/files/News/International%20Criminal%20Tribunals.pdf>.

Foreign Affairs. 2017. "'The International Criminal Court on Trial: A Conversation With Ratou Bensouda,'" January-February, pp. 48-53.

Kenneth Roth. 2001. "The Case for Universal Jurisdiction," *Foreign Affairs*, September-October.

Jackson Nyamuya Maogoto. 2004. *War Crimes and Realpolitik: International Justice from World War I to the 21st Century*. Chapter 6, "Rwanda: Portrait of A Reluctant International Community."

April 23. Economic Issues: Development

Karns and Minst, Chapter 9, "Promoting Human Development and Economic Well-Being."

Don Reeves. 2005. "Poverty in a Global Economy," in Snarr and Snarr, *Introducing Global Issues*.

Jaffrey Sachs, 2005. *The End of Poverty*, chapter 14, "A Global Compact to End Poverty."

Jeff D. Colgan and Robert O. Keohane. 2017. "The Liberal Order Is Rigged," *Foreign Affairs*, Vol. 96, No. 3 (May/June), pp. 36-44.

Peter Cai. 2017. *Understanding China's Belt and Road Initiative*. Lowy Institute, at https://www.lowyinstitute.org/sites/default/files/documents/Understanding%20China's%20Belt%20and%20Road%20Initiative_WEB_1.pdf

April 30. Economic Issues: Environmental Protection

Karns and Mingst, Chapter 11, "Protecting the Environment."

Mark Seis. 2005. "Protecting the Atmosphere," in Snarr and Snarr, *Introducing Global Issues*.

Climate Focus. 2015. "The Paris Agreement Summary," at

<http://www.climatefocus.com/sites/default/files/20151228%20COP%2021%20briefing%20FIN.pdf>

Fiona Harvey. 2015. "Paris Climate Change Agreement: the World's Greatest Diplomatic Success," *The Guardian*, December 14, at

<http://www.theguardian.com/environment/2015/dec/13/paris-climate-deal-cop-diplomacy-developing-united-nations>.

Tutorial Topics

Feb 6 and 7

Kenneth Abbott and Duncan Snidal. 1998. "Why States Act Through Formal International Organizations," *Journal of Conflict Resolution*, Vol. 42, No. 1, pp. 3-32.

Feb 13 and 14

Ian Hurd. 2014. "The UN Security Council and the International Rule of Law," *The Chinese Journal of International Politics*, Vol. 7, No. 3, pp. 361-379.

Feb 27 and 28

Bruce Cronin. 2002. "The Two Faces of the United Nations: The Tensions Between Intergovernmentalism and Transnationalism," *Global Governance*, Vol. 8, No. 1.

March 6 and 7

Thomas G. Weiss. 2003. "The Illusion of UN Security Council Reform," *The Washington Quarterly*, Vol.26, No. 4.

March 13 and 14

Richard Feinberg. 2008. "Seeking Balance: Two Decades of the APEC Forum," *Global Asia*, Vol. 3, No. 1, pp. 66-77.

March 20 and 21

Rama Mani. 2004. "The Root Causes of Terrorism and Conflict Prevention," in Jane Boulden, ed., *Terrorism and the UN*.

March 27 and 28

Anthony Cordesman, "Judging a P5+1 Nuclear Agreement with Iran: The Key Criteria," Center for Strategic and International Studies, March 2015, at https://csis-prod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/150330_P5_1_Nuclear_Agreement.pdf

April 10 and 11

Larry Diamond. 2006. "Promoting Democracy in Post Conflict and Failed States: Lessons and Challenges," *Taiwan Journal of Democracy*, Vol. 2, No. 2.

April 17 and 18

Kenneth Roth. 2001. "The Case for Universal Jurisdiction," *Foreign Affairs*, September-October.

April 24 and 25

Peter Cai. 2017. *Understanding China's Belt and Road Initiative*. Lowy Institute, at https://www.lowyinstitute.org/sites/default/files/documents/Understanding%20China's%20Belt%20and%20Road%20Initiative_WEB_1.pdf

Important Notes

- (1) Students are expected to spend a total of 9 hours (3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

Rubric for Presentation and classroom discussions

Domain		A (Above 85)	B (Above 80)	C (Above 70)	D (Above 60)	F (Below 60)
Presentation (10%)	Arguments/ points	Clear stance and able to offer many cogent arguments/points	Clear stance and able to offer some major cogent arguments/points	Ambiguous stance without addressing a few major arguments/points	Ambiguous stance leaving many major arguments/points untouched	No stance at all and/or only descriptions
	Structure	Logical flow and systematic arrangements	Logical but not structured very systematically	Logical but the structure is very weak	Little evidence of a logical structure	No logical structure at all
	Language	Speaking fluently and writing grammatically	Clear but a few grammar or pronunciation problems	Clear but with some grammar and pronunciation problems	Only occasionally clear	Unable to express clearly
Discussion (Q/A) (10%)	Answering critics (presenters)	Answer all major criticisms squarely and cogently + Rebut with comments	Answer some major criticisms squarely and cogently	Address some minor criticisms selectively	Referring to some minor criticisms but not able to answer them	Skip all criticisms
	Posing questions (discussants)	Questions with potentials of shaking the major foundations of the opponents' arguments + Offering own views in the questions	Questions touching on some key weaknesses of the opponents' arguments + Offering own views in the questions	Questions being too general to reveal weaknesses of the opponents' arguments + No own views offered in the questions	Questions only to invite opponents to re-state/clarify their arguments + Raising very few questions	Raising no questions
	Examples	Citing appropriate and enough examples and elaborate them well	Citing some important and relevant examples, but not much elaboration	Examples cited are relevant but not that important	Examples cited, but not relevant or important	No example offered
	Manner	Show a high level of confidence, humbleness and clear-mindedness	Show some confidence and ability to reason but occasionally disturbed by emotions	Not enough confidence; some evidence of escaping reason and passivity; occasionally disturbed by emotions	Little confidence; difficulty of offering reasons; evidence of showing passivity	Failure to exercise self-control/discipline and not able to participate at all

Topic : _____

Tutorial Group No. : _____

Students' Name : _____

Rubric for Research Paper

	Excellence – Good	Satisfactory	Fair	Poor	GRADE
	(Above 80)	(Above 70)	(Above 60)	(Below 60)	
Content (30%)	<ul style="list-style-type: none"> ● Most materials pertinent to the topic under research are well-covered and surveyed; ● Most facts, data, opinions, etc. are precisely reported, interpreted and discussed; ● Evidence of wide range of research; ● Well use of quotations and paraphrasing. 	<ul style="list-style-type: none"> ● Some materials pertinent to the topic under research are covered and surveyed; ● Some facts, data, opinions, etc. are reported, interpreted and discussed; ● Evidence of reasonable research; ● Direct quotations may be overused or not used effectively. 	<ul style="list-style-type: none"> ● Limited materials pertinent to the topic under research are covered and surveyed; ● Limited facts, data, opinions, etc. are reported, interpreted and discussed; ● Evidence of limited understanding of the topic; ● Generally over reliance on direct quotation. 	<ul style="list-style-type: none"> ● Little materials pertinent to the topic under research are covered and surveyed; ● Little facts, data, opinions, etc. are reported, interpreted and discussed; ● No evidence of understanding of the topic. 	
Analysis (40%)	<ul style="list-style-type: none"> ● Well focused; ● Good use of the ideas stated in the core reading to support your argument; ● Offer own viewpoints frequently; ● Critically examine others' viewpoints; ● Use materials critically. 	<ul style="list-style-type: none"> ● Reasonably focused but with some arguments unsupported and some material irrelevant; ● Ideas of the core reading are used effectively sometimes; ● Sometimes offer own viewpoints; ● Sometimes examine others' viewpoints critically; ● Use materials with some criticisms. 	<ul style="list-style-type: none"> ● Limited focus with many unsupported arguments; ● Ideas of the core reading are often not used effectively; ● Seldom offer own viewpoints; ● Seldom examine others' viewpoints critically; ● Use materials with limited criticisms. 	<ul style="list-style-type: none"> ● Almost no focus; ● Irrelevant sections; ● Almost no own viewpoints offered; ● Never examine others' viewpoints critically; ● Use materials without criticisms. 	
Coherence and Organization (20%)	<ul style="list-style-type: none"> ● Good overall organization with introduction and conclusion; ● Main body is clearly divided into sections with suitable paragraphing. 	<ul style="list-style-type: none"> ● Organization generally clear but some limitations concerning the introduction, conclusion and paragraphing; ● Reasonable use of subheadings and linking devices. 	<ul style="list-style-type: none"> ● Organization unclear but some arguments are presented clearly; ● Subheadings used but not very reasonable sometimes. 	<ul style="list-style-type: none"> ● Lack of logical organization; ● No discernable introduction/ conclusion. 	
Language Fluency & Presentation (10%)	<ul style="list-style-type: none"> ● Good/average command of academic language; ● Easy for readers to understand; 	<ul style="list-style-type: none"> ● Some mistakes in use of language; ● Generally easy to read; ● Satisfactory. Some mistakes in referencing. 	<ul style="list-style-type: none"> ● Limited communicative competence; ● Readers may struggle to understand some sections; 	<ul style="list-style-type: none"> ● Extremely limited communicative competence; ● Inability to use simple language accurately; 	

	<ul style="list-style-type: none"> ● Good presentation, in line with conventions, of cover page, reference list, appendices, page numbers and overall layout. 		<ul style="list-style-type: none"> ● Fair. Many mistakes in referencing. 	<ul style="list-style-type: none"> ● Little or no attention paid to the presentation of cover page, reference list, and so on. 	
TOTAL					

Rubric for Final Exam

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard	Marks
Comprehension of all the relevant concepts. (40%)	Demonstrates a deep insightful level of understanding (40)	Demonstrates a good surface level of understanding (30)	Demonstrates a fair level of surface understanding (20)	Demonstrates an inadequate level of understanding (0-10)	
Application of concepts to the problem posed. (40%)	Appropriate concepts are all applied correctly, (40)	Most concepts are applied correctly (30)	Some concepts are applied at too general a level or misapplied but the central ones are applied correctly and specifically (20)	Most concepts are applied at too general a level or misapplied (0-10)	
Extent to which ideas are expressed logically, accurately and clearly. (10%)	Expression of ideas is consistently accurate, logical and clear (10)	Expression of ideas is generally accurate, logical and clear with some minor lapses (8)	Expression of ideas is comprehensible but there are some major lapses (6)	Largely incomprehensible with some major inconsistencies and errors (0-3)	
Quality of English. (10%)	English is consistently excellent (10)	English is proficient with no major errors (8)	English conveys the essential meaning but contains a number of errors (6)	English is below acceptable university standard (0-3)	
Total Marks	A(above 85)	B(above 80)	C(above 70)	D(above 60), F(below 60)	