McMaster University
Department of Political Science
Institute on Globalization and Human Condition

POLSCI 777 / GLOBALST 777
Global Governance
(Term 2, Winter 2017)

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Seminars: Thursdays (11.30-2.20); Venue: KTH 732
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Course description:
In this course, students will review and come to understand well the concept of globalization and its implications for global governance. The course begins by offering insights into the history of globalization, and into the historical roots of contemporary global governance. Our discussions will then focus on some of the most pertinent processes associated with global governance, such as colonialism, modernization, and neoliberalism. Some of the substantive issues studied in the course will include: the structure of global economy, shifting scales in governance (such as the transition from statism to polycentrism), political processes related to the governing of mobility and citizenship in an age of globalization, emerging approaches to war and conflict, the rise of the principle of humanitarian intervention, as well as the politics of environmental challenges, and transnational networks of activism. Through an examination of various perspectives and historical traditions, students should be able to assess both the direction that global affairs is taking and the direction that global affairs ought to take.

Student evaluation:
- Attendance and participation: 40%
- Critical response paper: 20%
- Take-home exam: 40% (DUE APRIL 13)

1. PARTICIPATION (40%)
   - Participation and attendance: 40%

*Due to the nature of the readings, we will have to make certain that our discussions are organized and focused well so that we understand the readings. For these reasons, I am proposing a particular approach to the discussions that put a special emphasis on student leadership of the seminar and on participation.*

A. Participation
Normally, the discussion of readings will be divided into two or three parts each week.
Preparing weekly summary statements for each reading (10%)

All students will be expected to come to class with one page document for each reading. Each page will have the following components:

1. List of key concepts and terms
2. Summary statement (four sentences maximum) of the author’s main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.
3. Three or four issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by class time permitting. Formulate these in the form of a question.

Note that all three of these components should be focused on understanding the readings well, and not on criticizing them. Criticism should only follow in class when we have a good understanding of what the author is arguing.

The leader of the discussion should use this principle in calling upon class members to speak:

**General Note:** given the relatively large size of the seminar and the short times available for discussing a reading, facilitators should ensure that every member of class wishing to make a statement is heard before a member who has already made a statement on the given topic is asked to speak again. Use this rule in each of the discussions of concepts, main argument, other questions, and strengths and weaknesses of the reading.

The leader of the discussion should begin with the following questions:

1. **These are the several key concepts and terms that I noticed in the reading such as . . .** Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>.

   **Advice:** try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. **Would any member of the class like to give us their statement on what the main argument of the author is? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?**

   **Advice:** Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or
beginning to get into key issues arising from the argument, move to the third step.

3. I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve understanding of the reading, not to criticize it. If members move to critique, stop them and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

4. With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?

Advice: It is important here to ensure that members of the seminar get a chance to comment on both the weaknesses and the strengths of the given reading. Don't just concentrate on the weaknesses.

- Allocation of the participation grade:
  a. Leading discussions 10% (For some thoughts on leading discussions, see Appendix B below)
  b. Participation in seminar discussions 20% (For some information on the difference between evaluating participation and evaluating knowledge and understanding, see Appendix A below).
  c. Handing in of summary statements 10%. These will be prepared for each of assigned readings starting with week 3 (January 19), hence 10 submissions in total for the entire semester. To receive credit, these summaries must be submitted electronically prior to the class (by Wednesday midnight before class).

Members of the class are permitted one ‘heavy burden’ week without losing points here. In taking a ”heavy burden” week, students are not expected to hand in summaries. They should try, however, as best as possible, to do the readings and participate in the discussions. Students taking a ‘heavy burden’ week must inform me by the Monday preceding the class when they are taking the option.

B. Critical response paper (20%)
One relatively short analytical paper is required. The paper is to be no longer than 5 pages in length (Times New Roman, 12, double spaced, and 1 inch margins), and must be written as a reaction/response to any of the weekly readings of the student’s choice. This entails that the students choose any of the weeks on which they wish to write. ONCE YOU HAVE SELECTED YOUR TOPIC YOU HAVE ONE WEEK TO COMPLETE THE PAPER (FOR EXAMPLE, IF YOU HAVE CHOSEN TO WRITE A PAPER ON WEEK 4 (Globalization and Global Governance), JANUARY 26, YOUR PAPER WILL BE DUE ONE WEEK AFTERWARDS, WHICH IS FEBRUARY 2. Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every
day they are late.

C. Take-Home Examination (40%): DUE ON APRIL 13!
At the last class, a take-home examination composed of 7 questions will be handed out. Students will be asked to answer three of these seven questions. Each answer will be limited to 1500 words.

Late submission of the exam will be subject to a penalty of 3 points out of a grade of 100 for every four hours it is late (to a maximum of 15 points).

Academic Integrity
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials earned are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is the students’ responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Statement on Electronic Resources
In this course we will be using AvenueToLearn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.
Faculty of Social Sciences E-mail Communication Policy
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:
http://www.mcmaster.ca/uts/support/email/emailforward.html
*Forwarding will take effect 24-hours after students complete the process at the above link

Course Modification Statement
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Recommended book:

CLASS READINGS:

WEEK 1 (January 5): Introduction to the course. No readings assigned.

WEEK 2 (January 12): History of Globalization: some snapshots

Recommended:
Ronald Findlay and Kevin H. Rourke, Power and Plenty: Trade, War, and the World

WEEK 3 (January 19): The colonial roots of global governance
• Aimé Césaire, Discourse on Colonialism, Modern Reader, 1972.

Recommended

WEEK 4 (January 26): Globalization and Global Governance (1)

**WEEK 5 (February 2): Globalization and Global Governance (2)**

- Robbie Shilliam, “Liberalism and Fascism”

**Recommended:**

**WEEK 6 (February 9): Governing trade**

**Recommended:**

**WEEK 7 (February 16): Governance and Shifting Scales**

**Recommended:**


**WEEK 8 (February 23): READING WEEK!**

**WEEK 9 (March 2): Governing Citizenship and Migration Flows**


**Recommended:**


**WEEK 10 (March 9): Governing War**


**Recommended:**

**WEEK 11 (March 16): Governing Aid and Intervention**

**Recommended:**

**WEEK 12 (March 23): Governing the Environment**


**Recommended**


**WEEK 13 (March 30): Transnational Advocacy/Activist Networks**


- “From Palestine to Standing Rock” (http://blog.palestine-studies.org/2016/11/02/from-palestine-to-standing-rock/)


**Recommended:**


**Week 14 (April 6): Course wrap-up**

**Appendix A: Evaluation of Participation**

Part of the participation grade will come from an evaluation of how much a given class member contributed to the seminar. Remember that evaluation of participation is different from evaluation of knowledge or understanding of a set of given readings. My evaluation of your knowledge and understanding will come from the short paper and the final examination. If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

- Did I initiate a topic or question?
- Did I provide some information when it was needed?
- Did I give some positive opinions or reactions?
- Did I give some negative opinions or reactions?
- Did I ask for positive or negative opinions or reactions?
- Did I confront someone whom you thought was wrong?
- Did I try to restate what someone else had said to ensure others and I understood?
- Did I ask someone else to restate what he or she had said?
- Did I give examples when they were needed?
- Did I ask others to provide some examples?
- Did I try to synthesize or summarize a part of the discussion?
- Did I ask if someone might synthesize or summarize a part of the discussion?
- Did I sponsor, encourage, help or reward others in the group?
- Did I relieve tension in the group by cracking a joke or calling for a break at an appropriate time?

**Appendix B: Leading a discussion**


I liked the approach and it is consistent with what we are trying to achieve in the course. Preparing to lead a discussion, you must be familiar with the assigned material. "Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of
discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding.

To prepare for discussion (leadership or participation), first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author’s argument into your own words.

Getting Started
Class has started and your name has been drawn from the hat. How do you begin? Simply clear your throat and begin with the questions everyone has been asked to address. Before you know it, the hard part -- getting started -- is done.

One word of caution: Start out on a positive note. Avoid beginning with an apology for being poorly prepared or for finding the reading difficult. Treat the day's topic as having real value. Openers like "I didn't get much out of this" or "I don't agree with anything the author said" will stifle, rather then promote, discussion. Remember that a time for critical evaluation will come at the end, but only after the class has worked on its understanding of the author's arguments. If you treat the readings as worthwhile, your classmates will follow your lead, join you in examining the day's assignment, and thus make your job easier.

Sustaining Discussion
Discussions, like sleepy horses, need some urging to keep them moving. A discussion leader can often keep things moving with only modest prodding, giving the class its head when things are going well. Of course, if you can contribute something useful, do so; but other kinds of comments or actions on your part can sustain the discussion just as well as an injection of insight. Here are some suggestions:
1) Get students to talk to each other. Ask for a response to the most recent comments. (Anyone have a response to Clara's opinion?) Or ask a specific student to respond. (Clara, do you agree with Ralph?)
2) Get students to defend or explain their opinions. (Marvin why do you say that? What's your evidence or reasoning?)
3) Encourage an exploration of differing points of view. When you hear conflicting views, point them out and get the holders of those views to discuss their differences. Perhaps ask a third person to sum up the two positions.
4) Keep the class on the subject. If you are even halfway familiar with the material, you know when the discussion is no longer connected to it. Just say so. (We've gotten pretty far from the readings; let's get back on the subject.) Or simply consult your list of questions. Any sensible response to one of your questions is bound to be pertinent.
5) Try to give as many persons in the class as possible a chance to speak. Keep a list of who wishes to speak. Ensure that all those who have not spoken who are on your list get to speak first before a colleague gets a chance to speak an additional time.
6) Point to a particular passage in the text relevant to a comment made by one person, or to a discussion among several. This might be a passage that challenges, or sums up and confirms, the views being expressed.

7) Don't fill every silence with your own voice. Any discussion will lapse occasionally. It is not your job as leader to avoid all silence. Some quiet periods are productive. Students who are not so quick to speak will frequently get the chance they need when others are quiet. If the silence gets too heavy, take advantage of the other students' lists of questions. (Ginny, give us one of the questions you brought to class.)

Remember, as discussion leader you do not have to be the brains for the class. You are not expected to know it all; the class is full of students who have read the same assignment that you have read. Your job is to give them a chance to talk about it and thus give others the benefits of their thinking. If any one student begins to do all the talking, gently correct this problem by bringing other students into the discussion. You are there to steer, to keep the class reasonably near the center of the path, by pulling a rein when needed, by loosening the reins when it keeps to the trail, by reining it in when it threatens to gallop away to greener subjects. If students are talking to each other about the reading material, things are going well; relax, listen, and contribute when you can.