This course focuses on the challenges of governance amidst globalization. Globalization is a term much invoked but a phenomenon not all that well understood. In its essence it is about the blurring of the lines between the “international” and the “domestic,” and the increasing interconnectedness of nation-states and their peoples across a range of economic, political, security, societal and cultural issues. As such it poses complex dilemmas for governance involving the public, private and nonprofit sectors at the global, regional, national and local levels.

Our principal objectives are threefold: develop an analytic framework and historical context for understanding globalization and governance, their core concepts, major political institutions, and political dynamics; delving into some of the major policy debates; and developing your policy analysis research, writing and oral communication skills.

Classes are a mix of lectures, discussion, and student presentations. Expectations are for attendance at all classes and for consistent and thoughtful engagement. Come to class on time, ready to work, having analyzed and thought about the material, and prepared to participate in the discussion as if you were attending a meeting as a working policy analyst or policy maker.

No laptops, PDAs or other electronic devices during class (other than for your student presentations). When PowerPoints are used in lecture, they’ll be handed out in class and/or posted on our Sakai site afterwards.

You are strongly encouraged to keep up with news, events and policy debates related to the course. We’ll start each Monday class with a brief discussion of news and events relevant to the course that you want to bring up. (We also can try to set up an out-of-class session or two for current policy discussion if of interest). You also are encouraged to participate in relevant public lectures and symposia on campus.
REQUIRED READING

Books: (available at the Duke University Book Store)


Other Readings: See the Course Sakai site and/or E-Reserves.

COURSE REQUIREMENTS and GRADING

(1) Weekly Analyses (20% course grade): 500-750 word analysis based on the week’s readings (a) identifying the authors’ main points, (b) whether and why you agree/disagree, and (c) based on these proposing 2-3 questions or lines of discussion for class [Note: word limit is for parts (a) and (b), questions posed in (c) can exceed the limit]. Due no later than 24 HOURS before the relevant class (i.e., 3:05 PM the prior day) posted on Sakai, more details in our Written Assignments Guidelines. See syllabus for which weeks this assignment pertains, designated as *WA [9/5 or 9/7, 9/12 or 9/14, 9/26, 10/12 or 10/19, 10/24, 10/31]*

(2) Debate and Paper (25%): Participate in one of the four debates:
- 9/19: Should the UN Security Council expand?
- 9/21: Pro/con Free Trade?
- 10/3: Pro/con Foreign Aid?
- 10/5: Should the United States make democracy promotion a priority?

Papers are individual, the debate is group coordinated on the pro and con sides of the issue (and variations thereof). Target paper length: 3000 words; more details to follow. **Sign-Ups in class 9/5. More information on the Paper Guidelines, to be distributed separately.**

(3) Global Policy Paper and Presentation (35%): These also are individual papers with group-coordinated presentations. Students are grouped around four broad policy challenges:
- 11/2, 11/7: *Global Public Health: Pandemic Prevention*
- 11/9, 11/14: *Genocide and Mass Atrocities Prevention*
- 11/16 (extended class): *Global Climate Change*
- 11/21, 11/28: *Refugees*
Individual papers are on particular aspects of the broad topic, group-coordinated for teaching the class on the designated dates. Target paper length: 5000 words; more details to follow. **Sign-ups in class 9/5 based on a one-paragraph statement of topic, to be followed by a paper prospectus in early October (more details in Paper Guidelines).**

(4) **Class Participation (20%)**: Expectations are for attendance at all classes and for consistent, intensive and creative engagement. That means doing the reading as assigned, giving prior thought to key points, introducing your own thinking into discussions, and generally “digesting” not just “ingesting”. While personal styles vary, all students are expected to be active participants in the course. This is not necessarily measured by “quantity”. Quality matters too, including demonstration of analytic thinking, engaging in constructive critiques (of lectures, readings, student presentations), and other ways of showing digestion not just ingestion. Scale: 95-100 (substantially exceeds expectations); 90-94 (moderately exceeds expectations); 85-89 (meets expectations); 80-84 (consistent attendance, participation below expectations); 70-79: (inconsistent attendance and/or participation substantially below expectations); Below 70 (you’ll know).

In all your work you are expected to be familiar with and abide by all rules and norms for academic integrity, particularly those established in the Duke Community Standard, [http://honorcouncil.groups.duke.edu/communitystandard.html](http://honorcouncil.groups.duke.edu/communitystandard.html). The Duke Libraries also provides helpful research guidelines for doing social science and policy research, including for avoiding plagiarism: [http://library.duke.edu/research/guides/citing/](http://library.duke.edu/research/guides/citing/).

**TEACHING TEAM**

Professor Jentleson’s regular office hours are Tuesdays 4:00-5:15, 122 Rubenstein Hall. We also can meet by appointment in person, on phone, by Skype. Best contact is my e-mail, bwj7@duke.edu.

Our TAs are Ankur Chawla, ankur.chawla@duke.edu, and Elma Hajric, elma.hajric@duke.edu, 2nd year MPPs who took the course last year. They will be working with me on various aspects of the course including grading. They’ll be in touch about office hours availability.

Ryan Denniston is the Duke Librarian for Public Policy and Political Science, available at Perkins Library and with Sanford-based office hours Tuesdays and Thursdays, 2-4, in the Rubenstein Hall Resource Room, ryan.denniston@duke.edu
COURSE SCHEDULE

Readings are indicated along with some themes and focusing questions for your Weekly Analyses and class discussions. The themes/questions are suggestive, not comprehensive; students are encouraged to be thinking about additional ones and bring them into the Weekly Analyses and class discussions. Note: While some of the Weekly Analyses give choices among the readings, students are expected to have done and be prepared to discuss all the readings.

8/29, 8/31 Globalization

8/29 What is globalization? What are its dynamics? Its principal dimensions?

Opening discussion: What’s good about globalization, what’s bad about it? (Nothing written required, but come to class having thought about this and ready to engage with specific points).

Readings:


8/31 Dilemmas of globalization
How to measure?


9/5, 9/7 Global Governance

9/5 Difference between global governance and global government?

Key concepts: national interest, international community, global public goods, international law, state sovereignty
Readings:
Weiss, Governing the World? Addressing “Problems without Passports”

* 9/5 Sign-Ups for Debates and Policy Papers

*Weekly Analysis [WA]: Do either the 9/5 OR 9/7 one

   For the 9/5 class: What are Weiss’ main arguments? Choose two or three that you most agree or disagree with, and explain why.

9/7 United Nations

Brief history
Organizational structure
Strengths, weaknesses

Readings:
UN Website, www.un.org: browse re UN structure and functions


*WA: Give specific examples of UN strengths and weaknesses, and explain why the UN is more effective in some ways than others

9/12, 9/14 International Economic Institutions: Trade (WTO), Finance (IMF), Macroeconomic (G-20)

Brief history, principal policy roles


Kirton, G20: Governance for a Globalized World, Ch. 1

*WA: Do one of WTO, IMF OR G-20; if doing WTO due for 9/12 class; IMF or G-20 due for 9/14 class.

What are its main roles in global economic governance?
What are the main controversies about it (may require some additional reading, can Google for sources)?

9/19 Debate #1: Should the UN Security Council Expand?
Reading for All: A More Secure World: Our Shared Responsibility, Report of the UN Secretary-General’s Panel on Threats, Challenges and Change, Chapter XIV

9/21 Debate #2: Pro/Con Free Trade?
Reading for All: WTO, “10 Things the WTO Can Do,”
https://www.wto.org/english/res_e/publications_e/wtocan_e.htm
Global Exchange, “Top Reasons to Oppose the WTO,”
http://www.globalexchange.org/campaigns/wto/OpposeWTO.html

9/26, 9/28 Regional Multilateral Organizations [RMOs]
Readings:

* WA [all due for 9/26 class]: Choose one of the following RMOs, and address the following questions:
  What are its main regional governance powers?
  What are some key strengths and weaknesses?

Use the RMO websites and some additional reading and research. Applying course concepts also can help.
Organization for Security and Cooperation in Europe (OSCE), www.osce.org
African Union (AU), www.au.int
Association of Southeast Asian Nations (ASEAN), www.asean.org
Organization of American States (OAS), www.oas.org
10/3 Debate #3: Pro/Con Foreign Aid?

Reading for All:

Easterly, *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, Chs. 2 and 11


10/5 Debate #4: Should the United States make democracy promotion a priority?

Reading for All:


10/10 FALL BREAK

10/12 World Bank

Guest Lecture: Prof. Phyllis Pomerantz, Duke Center for International Development, Sanford School [http://sanford.duke.edu/people/faculty/pomerantz-phyllis](http://sanford.duke.edu/people/faculty/pomerantz-phyllis)

Readings:


*WA: Do this one on the World Bank or the 10/19 one geared to Professor Krishna’s lecture*

*What are its main roles in global economic governance?*

*What are the main controversies about it (may require some additional reading, can Google for sources)?*

10/17  **Policy Analysis Paper, Group Meetings with TAs**

More information forthcoming

10/19  **Globalization and Agrarian Developing Countries**

**Guest Lecture, Prof. Anirudh Krishna, Sanford School,**

[http://sanford.duke.edu/people/faculty/krishna-anirudh](http://sanford.duke.edu/people/faculty/krishna-anirudh)

**Reading:**

Krishna, “The Urban-Rural Gap and the Dilemma of Governance,” *Current History*, Nov. 2015

*WA: tbd*

10/24, 10/26  **Globalization’s Underside**

**Reading:**

Naim, *Illicit: How Smugglers, Traffickers and Copycats are Hijacking the Global Economy*

All read Chs 1-2, 11-14 AND

Group 1 also Chs 3-4, Group 2 also Chs 5-6, Group 3 Chs 7-8, Group 4 Chs. 9-10

*WA [due for 10/24 class]:*
Naim’s main argument, and your assessment of it; examples from chapters assigned to your group; two or three of his main policy proposals, and your agreement/disagreement?

10/31  Success Stories (?): Smallpox, Ozone Depletion, Landmines

Readings:


*WA: Focus on one of the cases, or do a comparison between two

Why was global governance relatively successful?

What factors from earlier readings and discussions are key parts of the explanation?

STUDENT POLICY PAPERS AND GROUP PRESENTATIONS

Readings are the student papers. No weekly analyses required, but preparation for engaging with your colleagues who are the presenters is (including tough questions for them!)

11/2, 11/7  Global Public Health: Pandemic Prevention
11/9, 11/14  Preventing Genocide and Other Mass Atrocities

11/16 (extended class, 3:05-5:25)  Global Environment: Climate Change

11/21  Refugees

** 11/23  THANKSGIVING BREAK

11/28  Refugees

11/30  Final Class

Diamond, *Collapse: How Societies Choose to Collapse or Succeed*, Ch. 14