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, environmental, public health, 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 course has five principal objectives:

- Develop an analytic framework and historical context for understanding public policy in the context of globalization including core concepts, major political institutions, and political dynamics;
- Connecting the analytic and the applied, theory and policy;
- Delving into some of the major policy debates;
- Developing policy analysis research, writing, and oral communication skills;
- Taking deeper dives into issues of particular interest as selected for course papers.

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 readings and other material, and prepared to participate in the discussion as if you were attending a meeting as a working policy analyst or policy maker.

No use of laptops, tablets, cell phones and other electronics in class unless otherwise specified; e.g., 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. On the pedagogical reasoning, see https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html.

You are strongly encouraged to keep up with news, events and policy debates related to the course. We’ll take time in most class sessions for brief discussion of news and events relevant to the course that you want to bring up (if of interest, we
also can set up an out-of-class session for policy discussion). You also are encouraged to participate in relevant public lectures and symposia on campus.

Many of our topics are controversial. Many of us have strong views. We want to be able to exchange ideas and pose questions that help the learning experience. That goal is best served if, while speaking honestly, we do so analytically, not just as advocacy, and maintain norms of professionalism, respect, and personal courtesy in all discussions.

REQUIRED READING

Books  (I didn’t place a campus bookstore order, books are yours to get however you prefer)


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

COURSE REQUIREMENTS and GRADING

See Paper Guidelines hand-out for more detail

(1) Debate and Paper #1 (15% course grade): Participate in one of three in-class debates. Papers are individual, the debate is group coordinated on the pro and con sides of the issue (and variations thereof). Sign-ups are during the first week of the semester.
   9/9: Should the UN Security Council expand?
   9/16: Should the United States join the International Criminal Court?
   9/23: Pro/Con Foreign Aid?

(2) Paper #2: Regional Governance Institutions (25%): Choose one region and a regional governance institution within it. Papers are individual, class presentation is group coordinated. Sign-ups are during the second week.
   10/14: Europe, Africa  10/21: Asia, Latin America, Middle East

(3) Paper #3: Global Policy Governance (35%): These are more in-depth research papers. Each student will focus on a particular issue within one of five global policy areas: global environment, human rights, global public
health, peacekeeping, and nuclear nonproliferation (subject to change based on student interest). Sign-ups are at the same time a Paper #2.

11/11: Global Environment, Human Rights

11/18: Global Public Health, Peacekeeping

11/25: Nuclear Nonproliferation

(4) **Class Participation (25%)**: 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).

**Sanford School Grading Norms**: Each assignment will be graded on a 100-point basis with percentages as noted. We also will be guided by the grading guidelines set by the Sanford School of a 3.4 mean for core and “foundation” MPP and MIDP courses (700-799 and 800-899). This is not absolutely fixed but is a guideline. If a final course grade is at the cusp (e.g., between A- and B+), progression over the semester will be taken into account.

The conversion rate that Duke uses to calculate grade point averages is: A+ and A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7. (Note: only undergraduates can receive D grades; graduate students can only receive A, B, C, or F grades.)

**Academic Integrity**: In all your work you are expected to be familiar with and abide by all rules and norms for academic integrity, including:

- Duke Community Standard (e.g., undergraduate and Ph.D. students): [http://www.integrity.duke.edu/graduate/index.html](http://www.integrity.duke.edu/graduate/index.html)
- Plagiarism will be dealt with severely. Be scrupulous about documenting sources of material. Guidelines about proper citation are available from the Library ([http://library.duke.edu/research/guides/citing/](http://library.duke.edu/research/guides/citing/)) or from the Writing Studio ([http://twp.duke.edu/writing-studio/resources/working-with-sources](http://twp.duke.edu/writing-studio/resources/working-with-sources)).
Teaching Team

BWJ: Regular office hours are Tuesdays, 4:00-5:00, 122 Rubenstein Hall. We also can meet by appointment: 919-613-9208, bwj7@duke.edu.

TAs: Paelina DeStephano (paelina.destephano@duke.edu) and Andrew Trexler (andrew.trexler@duke.edu) are 2nd year MPPs who took the course last year. They assist me in assisting you with understanding course material, including adding their own knowledge and experience to class discussions. We do the grading as a team. They’ll be in touch about their availability.

You also are encouraged to draw on the assistance of Ryan Denniston, the Librarian for Public Policy and Political Science, available at Perkins Library and at ryan.denniston@duke.edu.
COURSE SCHEDULE

Readings are indicated along with some themes and focusing questions for class discussions. The themes/questions are suggestive, not comprehensive; students are encouraged to be thinking about additional ones and inject them into class discussions.

8/26 Globalization

Opening Discussion: What is globalization? What’s good about globalization, what’s bad about it? Why the backlash against it in one country after another?


How to measure globalization?

Reading: 2018 KOF Globalization Index: Rankings, Definition, Method, Variables [http://globalization.kof.ethz.ch](http://globalization.kof.ethz.ch) (links to pdfs for each in shaded box on right)

What are the main dilemmas of globalization?

** Nothing written required, but come to class having done the reading and thought about these questions and ready to engage in discussion.

** Wed, 8/28, 5:00PM, Deadline for Debate Papers Sign-Ups

9/2 Global Governance

What’s the difference between global governance and global government?

What are Weiss’ main arguments? Choose two or three that you most agree or disagree with.

What is the post-World War II Bretton Woods international economic system? What have been its major strengths? Weaknesses? How has it changed over time?

Reading:


** Wed, 9/4, 5:00PM, Deadline for Papers #2 and #3 Sign-Ups**

9/9 United Nations

First half of class, 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, Section XIV, paragraphs 244-260


Second half of class, general discussion of the United Nations

What are some aspects of its history that you didn’t know before? Same question re: its organizational structure?

What are some specific examples of UN strengths and weaknesses? Why is the UN more effective in some ways than others? What are some key reforms for making the UN more effective?

Reading:


UN Website, [www.un.org](http://www.un.org): browse re: UN structure and functions
9/16 International Criminal Court, China's Role in Global Governance

First half of class, Debate #2: Should the US join the International Criminal Court (ICC)?

Reading for All:

Second half of class, China's Role in Global Governance


9/23 Foreign Aid

First half of class, 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


Second half of class, Guest Lecture, Professor Sarah Bermeo, https://sanford.duke.edu/people/faculty/bermeo-sarah-blodgett

Reading:


9/30 Private Sector and NGOs: Good Guys, Bad Guys?

*NGOs are often seen as the “good guys.” Is this accurate? How do NGOs exert influence?*

NGO Readings:


How do you assess the role of the private sector in key global policy issues?

Case Study: Global Environment Issues, Sustainability

Private Sector Readings:


**10/7 FALL BREAK**

10/14 Regional Governance Institutions: Europe, Africa

Initial Mini-Lecture: Where do regional governance institutions generally fit in global governance? What are some of their potential strengths and weaknesses?


Student Paper Presentations

Readings: Student Papers

Europe:

European Union (EU), [http://europa.eu](http://europa.eu)

Organization for Security and Cooperation in Europe (OSCE), [https://www.osce.org](https://www.osce.org)

Africa:

African Union (AU), [https://au.int](https://au.int)
Economic Community of West African States (ECOWAS), http://www.ecowas.int

(Other websites depending on student papers)

10/21 Regional Governance Institutions: Asia, Latin America, Middle East

Student Paper Presentations

Readings: Student Papers

Asia:
Association of Southeast Asian Nations (ASEAN), https://asean.org
Asia-Pacific Economic Cooperation (APEC), https://www.apec.org

Latin America
Organization of American States (OAS), http://www.oas.org/en/
Mercosur, https://www.mercosur.int/en/

Middle East
Arab League, https://www.nationsonline.org/oneworld/ arab_league.htm
Gulf Cooperation Council (GCC), http://gccegov.org/en/

(Other websites depending on student papers)

10/28 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 Chs 5-6, Group 3 Chs 7-8, Group 4 Chs. 9-10
What is 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?

11/4 Success Stories(?) : Smallpox, Ozone Depletion, Land Mines

Why was global governance relatively successful in each of these cases? What factors from earlier readings and discussions are key parts of the explanation?

What generalizable lessons for global governance do you draw?

Smallpox Reading:


Center for Global Development, Case Study: Smallpox Eradication


Ozone Depletion (Montreal Protocol) Readings:

Goodman, Case Study: 1987 Montreal Protocol on Ozone Depletion, Georgetown Institute for the Study of Diplomacy


Land Mines Readings:


GLOBAL POLICY GOVERNANCE PAPERS AND GROUP PRESENTATIONS
*** Readings are the student papers to be posted to Sakai (Forums). Be prepared for engaging with your colleagues (including tough questions for them!).

11/11: Global Environment, Human Rights

11/18: Global Public Health, Peacekeeping

11/25: Nuclear Nonproliferation

Second half of class: Future of Global Governance?

Readings:

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