

PUBPOL 820
GLOBALIZATION AND GOVERNANCE
Fall 2020
Mondays, 3:30-6:00 (online Zoom)

Professor Bruce W. Jentleson
TAs: Hannah Graunke, Andrew Trexler

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.

This always has encompassed a lot, this year more than ever. What has COVID-19 shown about globalization and about global governance? Both historically and today, how have race, ethnicity and other aspects of identity affected global justice/injustice, equality/inequality, war/peace, and who has power internationally?

With these and many other questions in mind, our course has four 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;
- Delving into some of the major policy debates;
- Developing policy analysis research, writing, and oral communication skills, including through a set of policy analysis skills workshops and a policy research project;
- Foster a learning community that helps achieve these other objectives and builds relationships of value beyond this course.

We are working at making the Zoom online format as effective as possible. We need each member of the class to commit to working with us as well, including ideas you may have about online techniques and formats. The course will be a mix of some asynchronous short pre-lectures (“scene-setters”), in-class lectures and discussions, student-led policy debates, breakout groups, guest lectures, and policy analysis skills workshops, and student policy research groups (details follow). Conditions permitting, we may also be able to have one-on-one in-person meetings.

In prior years of in-person class sessions, laptops, tablets, cell phones and other electronics were not allowed other than for particular sessions such as student presentations; on the pedagogical reasoning, see <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>. For the same reasons while we know the temptations (and

yield to them at times ourselves) we strongly encourage you to stay focused on our class and not surf to e-mail, websites, etc.

You also are encouraged to keep up with news, events and policy debates related to the course. We'll take time in some class sessions for brief discussion of news and events relevant to the course that you want to bring up. For those interested we also will set up some Zoom version of brown-bag lunches for open discussion of current policy issues. 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.

TEACHING TEAM

Professor Jentleson: I told you a bit about myself in the Orientation session. My home page is: <https://sites.duke.edu/bruce7jentleson/>. E-mail is best contact, bwj7@duke.edu. My regular office hour will be Thursdays, 4:15-5:45, and by appointment.

Teaching Assistants: The TAs 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.

Andrew Trexler: Andrew is a Sanford PhD student studying political communication, elite behavior, and campaign strategy. He has previously worked in international affairs in Washington for the Middle East Institute and later the Peace Corps. He is also a Sanford MPP alum who both took this course his first year and TA-ed it his second year, so he can relate: andrew.trexler@duke.edu

Hannah Graunke: Hannah is a second-year MPP student who took this course last year and is interested in global policy and public health. Before coming to Sanford, she was a Health Education volunteer with the Peace Corps in Moldova; hannah.graunke@duke.edu

Andrew and Hannah will be in touch regarding their office hours.

We also will have some guest lecturers. Some will be from the Sanford faculty both to tap their expertise and for you to gain exposure to other faculty with whom to work. Others will be scholars and practitioners from outside Duke.

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.

We are committed to being as accessible as possible under the circumstances, whether to discuss the course or other topics. Sadly, this semester we will have limited (if any) opportunity to run into one another on campus, in our offices, at lectures and other events, or elsewhere. We'll set regular office hours (Zoom, FaceTime, phone); we are also available by appointment. To help us start to get to know you, we will have one-on-one meetings with every student during the first 2-3 weeks of the semester.

We encourage all students to communicate with us and each other. If students have ideas as to how we can foster the sense of community which has historically been one of this course's strong suits, please let us know how we can support that.

REQUIRED READING

For a number of reasons, particularly COVID constraints, no books are required for purchase. All of the readings are either posted on the course Sakai site, available as Duke Perkins Library e-books, or accessible via links provided on the syllabus and in Sakai.

COURSE REQUIREMENTS and GRADING

***** See Assignment Guidelines Document for details**

***** See PPS 820 Globalization and Governance Resource Guide for research leads**

- (1) **Initial Paper on Global Governance: 10%** (750 words, due Friday 8/28, 5:00)
- (2) **Policy Debate (four debates, eight teams, each student signs up on one team; oral presentations/no paper required): 15%. Sign-ups: Wed 8/26. Topics** (see entries later in the syllabus):
 - 9/7: United Nations Security Council expansion
 - 9/14: Has American foreign policy been true to democratic values?
 - 9/21: Pro/con on the World Trade Organization
 - Pro/con on Foreign Aid
- (3) **Policy Research Project (50%):** Each student selects an issue from within one of six policy areas: Global Environment, Global Public Health, Human Rights and Democracy Promotion, International Trade and Development, Nuclear Nonproliferation, Peacekeeping (United Nations, African Union, other). **Sign-ups: Wed 9/9**

Initial Memos: 20% (10% each, best 2 of 3)

Memo #1, Policy Background (due Thurs 10/8, group meeting in class Mon 10/12)

Memo #2, Key Actors and Policy Options (due Thurs 10/22, group meeting in class Mon 10/26)

Memo #3, Evaluation Criteria and Methods (due Thurs 11/5, group meeting in class Mon 11/9)

Policy Research Paper: 30% (due Friday 11/20 , 5:00)

- (4) **Class Participation: 25%:** Expectations are for online attendance at all classes* and for consistent, intensive and creative engagement. That means doing the reading and scene-setters 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, as stated in the Sanford School of Public Policy Code of Professional Conduct <https://sanford.duke.edu/code-of-conduct>

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/>) or from the Thompson Writing Program <https://twp.duke.edu/twp-writing-studio/resources-students/sources>

* Exceptions are made for religious holidays and illness consistent with University policy. If other situations or obligations come up, whenever possible requests should be made in advance.

CLASS SCHEDULE, TOPICS, READINGS/VIEWINGS

(subject to change)

*Note: Any reading that does not have a url or designation as a Perkins Library e-book has a pdf in Sakai
Some sessions have pre-class asynchronous “scene setter” videos, as indicated on the syllabus and posted on Sakai*

Sakai weekly folders are in the Resources tab

I. Globalization and Global Governance Lectures/Discussion, Policy Analysis Skills Workshops

8/17 Course Intro, Nature of Globalization, Race and Globalization

**** Before 8/17 First Class, View Welcome and First Class Scene-Setter Video on Sakai**

**** Reading:** 2019 KOF Globalization Index: This is done by a Swiss think tank, its url is <http://globalization.kof.ethz.ch>, but you’ll find it easier to use the files we’ve put in Sakai: two pdfs, one on Variables and one on Methods; and Excel sheets with four sets of rankings: Overall Globalization, Economic G-zation, Social G-zation, and Political G-zation [use the overall stats, not the de facto or de jure ones].

First Part of Class

TA and Student Intros (picking up on pre-class group meetings) and TA Intros

Course Overview: any questions about the Syllabus and Assignment Guidelines

Discussion topics:

(1) *What is globalization? What’s good about it, what’s bad about it? Why the backlash against it in one country after another? What are the lessons of COVID-19?*

(2) *Other questions posed on the scene-setter PowerPoint?*

(3) *How to measure globalization?*

■ Do you agree/disagree with the KOF rankings and methodology?

■ Is this the best way to measure globalization? Ideas for a better way?

Second Part of Class, Race and Globalization

We’ll watch the TED Talk, “The Danger of a Single Story,” by Nigerian writer Chimamanda Ngozi Adichie, break into groups to discuss its implications for globalization and global governance, then come back together to share views. Here’s the link if you want to watch it beforehand as well (18 minutes):

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

8/24 Global Governance**** Pre-Class Reading/Viewing:**

BWJ, "Some Key Concepts of Global Governance" Video Scene-Setter

Thomas Weiss, *Governing the World? Addressing "Problems without Passports,"* Chapter 1, Global Governance Today (Perkins Library E-Book)

Jussi Hanhimaki, *The United Nations: A Very Short Introduction*, Ch. 2, An Impossible Hybrid: The Structure of the United Nations and Ch. 7, Reform and Challenges: The Future of the United Nations (Perkins Library E-Book)

Adom Getachew, "Colonialism Made the World. Let's Remake It," *New York Times*, July 27, 2020,

<https://www.nytimes.com/2020/07/27/opinion/decolonization-statues.html?referringSource=articleShare>

First Part of Class

Discuss upcoming assignments:

Global Governance short paper

Policy Debates, ***sign-up deadline Wednesday 8/26, 5:00 PM*** (instructions on Assignment Guidelines)

Lecture/discussion:

Global governance key concepts from scene-setter and Weiss chapter United Nations: Strengths? Weaknesses? (Hanhimaki chapters)

Second Part

Break-out group discussion, then full class discussion : "Professor Getachew argues that 'colonial history shapes the current inequalities and hierarchies that structure the world.'" Based on her article as well as other knowledge and views you have, do you agree/disagree? What are the strongest evidence and arguments supporting her view? Evidence and arguments against it?

***** Fri 8/28, 5:00 PM ET, Global Governance short paper due**

8/31 International Economic Governance**** Pre-Class Reading/Viewing:**

"International Economic Institutions: Western and Chinese" Scene-Setter

Center for Strategic and International Studies, “What’s the Bretton Woods System?” <https://www.youtube.com/watch?v=-6bVeDab6UA>

World Bank, 2018, “History,” <http://www.worldbank.org/en/about/history> and “What We Do,” <http://www.worldbank.org/en/about/what-we-do>

Yong Wang, “China’s New Concept of Global Governance and Action Plan for International Cooperation,” Centre for International Governance Innovation (Canada), 2019

Frederick Ambagtsheer, Ch. 4, “The Black Market in Human Organs,” and Raymond Baker and Eva Joly, Ch. 14, “Illicit Money: Can It Be Stopped?” in Gilman, Goldhammer and Weber, *Deviant Globalization: Black Market Economy in the 21st Century*

Mark Hart, “Tips on Doing Effective Zoom/Online Presentations” (video)

First Part of Class

Discuss upcoming assignments:

Policy Debates

Policy Research Project, ***sign-up deadline Wednesday 9/9, 5:00 PM***
(instructions on Assignment Guidelines)

Lecture/Discussion: International Economic Institutions, Western and Chinese

Second Part

Policy Analysis Skills Workshop #1: Mark Hart, Sanford School Director of Digital Learning, <https://sanford.duke.edu/articles/sanford-announces-director-digital-learning>: Virtual Zoom presentation techniques, discussion and your questions following up on his instructional video

II. Student-Led Policy Debates, Policy Analysis Skills Workshops

Debates first hour, two debates 9/21; Policy Analysis Skills Workshops second half of class 9/17 and 9/14

See Assignment Guidelines for more details

9/7 Debate: “Should the United Nations Security Council (UNSC) expand its permanent membership?”

The central issue here is whether the UNSC should increase the number of permanent members beyond the “P5” of the United States, Russia, China, France and the United Kingdom. The main line of debate is “pro” or “con” on expansion,

with variations possible among those on the pro side as to different plans for expansion and on the con side as to different arguments against expansion.

Reading for the whole class:

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

Read selectively at <https://www.globalpolicy.org/security-council/security-council-reform/49885.html>

Second part of class:

Policy Skills Workshop #2: Policy Analysis Research and Writing, TA-led

9/14 **Debate: "Has American foreign policy been true to democratic values?"**

The "yes" side can acknowledge errors and recommend reforms but within an overall argument that on balance American foreign policy has been true to democratic values. Similarly, the "no" side can acknowledge some support for democracy but on balance make the argument that it has not.

Readings for the whole class

Vincent Bevins, *The 'Liberal World Order' Was Built with Blood,* *New York Times*, May 29, 2020,

<https://www.nytimes.com/2020/05/29/opinion/sunday/united-states-cold-war.html>

President Ronald Reagan, Speech to the British Parliament, 1982,

<https://www.ned.org/promoting-democracy-and-peace/>

Second part of class:

Policy Analysis Skills Workshop #3: Navigating DC (BWJ, TAs, Students w/DC experience)

9/21 **Debate: "Has the World Trade Organization (WTO) been a beneficial organization for the world economy?"**

Here too positions do not have to be absolute but do need to have a net assessment bottom line. The "pro" side can recommend reforms but should argue "yes," while the "con" side can recognize some positives but overall come to a critical assessment.

Readings for the whole class

World Trade Organization, "10 Things the WTO Can Do,"

https://www.wto.org/english/thewto_e/whatis_e/10thi_e/10thi00_e.htm

Wikipedia, "Criticism of the World Trade Organization,"
https://en.wikipedia.org/wiki/Criticism_of_the_World_Trade_Organization

Debate: "Foreign aid is more often than not an effective policy"

The "pro" argument can recognize some flaws in foreign aid and propose how to reform them, but does have to be more "mend not end." The "con" argument can recognize some positives but should have a net negative bottom line and argue for substantial changes and cuts.

Readings for the whole class

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

Moyo, "Why Foreign Aid Is Hurting Many African Countries," *Wall Street Journal*, March 26, 2009, <https://search-proquest-com.proxy.lib.duke.edu/docview/308742105?pq-origsite=summon>

Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Ch. 13

9/28 No regular class: individual meetings on policy research projects with TAs, some during regular class time, others during the week

III. Policy Area Lecture/Discussions, Policy Research Projects

This part of the course includes sessions on each of the six policy areas we focus on, some with guest lecturers from Duke and beyond. The three policy research memos are due, and there are four sessions in which policy research groups will meet during class time.

10/5 **Nuclear Nonproliferation**

**** Pre-Class Reading/Viewing:**

BWJ, "Nuclear Nonproliferation" *Scene-Setter*

Readings

United Nations, "What is the Treaty on the Non-Proliferation of Nuclear Weapons?", https://www.youtube.com/watch?v=8u56-vwW_7k

Arms Control Association, "Nuclear Nonproliferation", July 2019,
<https://www.armscontrol.org/taxonomy/term/135>

Moises Naim, *Illicit: How Smugglers, Traffickers and Copycats are Hijacking the Global Economy*, Chapter 3, "Small Arms and Loose Nukes," pp. 38-45

First part of class*Discussion topics:*

Understanding the principal components (institutions, treaties) of the nuclear nonproliferation regime

Examples of nuclear nonproliferation success, examples of failures and why the differences?

Second part of class

Policy research group initial meetings, go over Resource Guide, questions about doing the research

**** Policy memo #1: Policy Background due Thurs 10/8**

10/12 International Development

Guest lecture, Professor Indermit Gill, Sanford School, DCID,

<https://sanford.duke.edu/people/faculty/gill-indermit-singh>

Reading tbd

Second part of class

Policy research group meetings on Memo #1

10/19 **Democracy Promotion/Human Rights**

Guest lecture, Dr. Dafna Hochman Rand, Vice President for Policy and Research, Mercy Corps, and former Deputy Assistant Secretary of State for Democracy, Human Rights and Labor, 2015-17, <https://www.mercycorps.org/who-we-are/our-team/dafna-rand>,

Readings tbd

Second part of class

Policy Analysis Skills Workshop #4: Op-ed writing, Alison Jones and Eric Ferreri, Duke University Communications

Read beforehand "Writing Effective Op-Eds," Duke Communicator Tool Kit

<https://commskit.duke.edu/writing-media/writing-effective-op-eds/>

**** Policy memo #2: Key Actors, due Thurs 10/22**

10/26 UN Peacekeeping

First part of class

Policy research group meetings, Memo #2

Second part of class

Guest Lecture, Prof Susanna Campbell, American University School of International Service and extensive work with the UN, NGOs

<https://www.american.edu/sis/faculty/scampbel.cfm>

Readings tbd

- 11/2 Global Public Health
 Guest lecture, Professor Gavin Yamey, Duke Global Health Institute and Sanford School,
<https://globalhealth.duke.edu/people/yamey-gavin> and
<https://sanford.duke.edu/people/faculty/yamey-gavin-mark>
 Readings tbd

Second part of class

Lecture follow-up/discussion

**** Policy memo #3: Criteria and Methods , due Thurs 11/5**

- 11/9 Global Environment
 Guest lecture, Billy Pizer, Susan B. King Distinguished Professor of Public Policy, Sanford
 School
 Readings tbd

Second part of class

Policy research group meetings, Memo #3

- 11/16 **Success Stories (?), Final Class**

**** Pre-11/16 Class Reading/Viewing:**

BWJ, *“Global Governance Worked! Or Did It?” Scene-Setter*

Reading *You’ll be divided into three groups, each will do the reading and help lead discussion on one of the cases, with these questions in mind:*

- *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:

“WHO Smallpox Eradication Program,” University of Toronto,
<http://choo.fis.utoronto.ca/fis/courses/lis2102/ko.who.case.html> ,

Center for Global Development, *Case Study: Smallpox Eradication*

Lee, *“Smallpox Could Return Years After Eradication,”* *Forbes*, 8/28/16,
<https://www.forbes.com/sites/brucelee/2016/08/28/smallpox-could-return-years-after-eradication/#5a4f397832bf>

Ozone Depletion (Montreal Protocol):

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

Leahy, "Without the Ozone Treaty, You'd get Sunburned in 5 Minutes,"
National Geographic, 9/17,

<https://news.nationalgeographic.com/2017/09/montreal-protocol-ozone-treaty-30-climate-change-hcfs-hfcs/>

Land Mines:

Price, "Reversing the Gun Sights: Transnational Civil Society Targets Land
Mines," *International Organization*, 1998, 52(3), pp. 613-644

International Campaign to Ban Landmines (ICBL) website,
<http://www.icbl.org/en-gb/home.aspx>

Last part of class

Course Wrap-Up

***** Policy paper due Friday 11/20, 5:00**