

SGS 321: INTERNATIONAL INSTITUTIONS AND GLOBAL GOVERNANCE

INSTRUCTOR: ANNTIANA MARAL SABETI

Office: Coor Hall 6774 ♦♦♦

Office Hours: TBD or by appointment via Zoom at <https://asu.zoom.us/j/2394899258> ♦♦♦

E-mail: asabeti@asu.edu ♦♦♦



COURSE DESCRIPTION

This course will introduce students to the rise of global governance and international institutions. We will explore the historical, economic, and social factors that led to the growth of transnational governance and how these relationships became formalized via international institutions in the 20th century. We will explore the various spheres in which these supranational organizations function and how they interact with independent state members. Lastly, we will consider the challenges and missteps of international cooperation and assess how they can be resolved moving forward further in to the 21st century.

LEARNING OUTCOMES

No previous knowledge of international institutions or governance is required or expected in the course. The aim of the course is for all students to establish a foundational knowledge of the history and principal functions and issues surrounding international governance. Upon completion of the course, students should be able to analyze developing events thoughtfully and critically.

Textbook

The two text books for the course are

- “International Organizations The Politics and Processes of Global Governance” by Margaret P. Karns Karen A. Mingst Kendall W. Stiles. Third edition (2015)
- “International Organizations in World Politics” by Tamar Gutner (2017).

ASSIGNMENTS

Course information, announcements, and some—but not all—supplementary materials made available during class will be placed on Canvas. It is the responsibility of the student to keep current with the information provided on Canvas.

While this is an online course “attendance” is expected and all students are responsible for logging in and reviewing all weekly course materials that will be posted on Canvas. The video lectures will complement the assigned readings and are a critical component of the course. You must both view the online lectures and do the readings in order to do well in this class.

Discussion Board Posts

There will be three discussion board posts worth 10 points each. Each discussion board post will be a minimum of 500 words and will be accompanied with 2 thoughtful responses to the posts of fellow students. The post itself is expected to be more than a cursory summary of the reading and course materials. You will be expected to answer the question in a meaningful way **that engages with course materials and incorporates them into the response**. It does not matter if you choose to agree or critique ideas presented in the reading, but you must tie them into your response such that it demonstrates a) that you did the readings and watched the lectures and b) effectively understood and processed course materials.

Similarly, the 2 responses to fellow students should demonstrate the same level of understanding. These should be a minimum of 200 words and **should under no circumstances simply be “I like,” “I agree,” “I also thought,” or “good job” statements**. While there is no problem with including these phrases in your response, these responses should be substantial, analytical and push the conversation further. Use this exercise to highlight = questions or doubts you have with ideas present the course materials response presents. But remember to do so in a respectful and scholarly manner. Disrespectful responses will not be tolerated and will be subject to a 0 as well as sanction.

Lastly, remember that these responses will need to be properly formatted. They are not informal streams of consciousness. They are short, formal presentations of your ideas and you should do them justice by properly formatting, spellchecking and proofreading them. As you will be citing course materials, also be sure to properly use MLA format in-text citations. If you are unsure of how to do this, consult <https://www.bibme.org/mla> or set up a zoom meeting with me to discuss further. Keep in mind the presentation and writing quality will affect the grade of this and other writing assignments for the course.

The discussion board posts must be submitted on the Friday they are due at 11:59PM. You have two extra days to select two posts of fellow students you want to respond to and these are due two days later on Sunday at 11:59PM.

Quizzes

There will be 3 quizzes in the course that are straightforward assessments of whether you did the reading and grasped essential concepts. They will be formatted as 10-15 question multiple choice, fill in the gap and short (no more than 4 sentence) responses. If you simply do the reading and watch the lectures, you should get do very well on these quizzes. The quiz will be available on the Friday it is assigned and due Sunday. You will have 3 full days to take the quiz and can take it a total of 2 times with the highest score counting towards your grade.

Final Paper

The final paper will be due on the final week (week 8) of the course, deadline TBD. The paper will be 1500 words and will both use course materials and outside news articles to answer a question regarding the future of international institutions and governance. While looking forward, the paper should be anchored in what we have learned in the course. Appropriate writing quality and citations are similarly expected. Get started early and reach out to me with doubts but remember, **I will not pre-read any papers before submission to give feedback.**

GRADING POLICIES

You must use this formula to calculate your final course grade:

Final Paper	40%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Discussion Post 1	10%
Discussion Post 2	10%
Discussion Post 3	10%

Final course grades will be assigned as follows:

A	=	90 or above
B	=	80-89
C	=	70-79
D	=	60-69
E	=	59 or below

NO LATE WORK WILL BE ACCEPTED UNLESS PROPER DOCUMENTATION IS SUBMITTED WITHIN 7 DAYS OF THE ASSIGNMENT/QUIZ BEING DUE. Please do not email me in the last week of class to submit late work or doctors' notes.

If you have an unforeseen circumstance come up that might affect your work in this course, it is best to let me know immediately, do not wait as it is always best to keep the instructor in the loop.

Instructor reserves the right to amend this syllabus on an as-needed basis throughout the term. Students will be notified by email or by announcement in class when revisions are made.

*****All deadlines are expressed in Arizona's Mountain Standard time*****

COURSE SCHEDULE

WEEK 1 (3/8) : Global Governance: general features, concepts, historical background goals, main actors and tension with the state

*** Quiz 1 opens 3/12 at 12:01AM and closes 3/14 at 11:59PM**

Readings:

- Karns and Mingst - Chapters 1 and 3

WEEK 2 (3/15): The United Nations

***DB Post 1 due on 3/19 at 11:59 PM and two responses to fellow students due by 3/21 at 11:59PM**

Readings:

- Karns and Mingst Chapter 4
- Abbot, Kenneth and Duncan Snidal. 1998. "Why States Act through Formal Organizations." Journal of Conflict Resolution 42:3-32.

WEEK 3(3/22) : NGO's and Non-State Actors (NSA's)

*** Quiz 2 opens 3/26 at 12:01am and closes 3/28 at 11:59 PM**

Readings:

- Karns and Mingst – Chapter 6
- Manji, Firoze, and Carl O'Coill. "The Missionary Position: NGOs And Development In Africa". International Affairs, vol 78, no. 3, 2002, pp. 567-584. Oxford University Press (OUP), doi:10.1111/1468-2346.00267.
- <https://www.npr.org/2015/06/03/411524156/in-search-of-the-red-cross-500-million-in-haiti-relief>
- <https://www.dailymail.co.uk/news/article-9145349/Sexual-abuse-aid-workers-poor-countries-going-three-years-Oxfam-Haiti.html>
- <https://www.middleeasteye.net/opinion/why-we-need-decolonise-lebanons-aid-sector>
- <https://www.thenewhumanitarian.org/opinion/2020/07/13/decolonisation-aid-humanitarian-development-racism-black-lives-matter>

WEEK 4 (3/29): Areas of global governance - International Security

*** DB post 2 due on 4/2 at 11:59 PM and two responses to fellow students due by 4/4 at 11:59PM**

Readings:

- Karns and Mingst Chapter 7

- Thompson, Alexander, 2006. "Coercion Through IOs: The Security Council and the Logic of Information Transmission," International Organization, Cambridge University Press, vol. 60(1), pages 1-34, January.
- <https://www.theguardian.com/world/ng-interactive/2015/sep/23/un-security-council-failing-70-years>
- <https://www.jurist.org/commentary/2020/07/alina-rizvi-unsc-reform-uighurs/>
- <https://theconversation.com/how-russias-un-vetoes-have-enabled-mass-murder-in-syria-103565>

WEEK 5 (4/5): Areas of global governance - Human Crises and Human Rights

*** Quiz 3 opens 4/9 at 12:01 am and closes 4/11 at 11:59 PM**

Readings:

- Karns and Mingst – Chapter 10
- Gutner Chapter pp. 91-105
- https://www.humanityinaction.org/knowledge_detail/responsibility-to-protect-at-a-crossroads-the-crisis-in-libya/
- <https://www.batimes.com.ar/news/opinion-and-analysis/juan-guaidos-r2p-bet-all-bark-no-bite.phtml>

Watch:

- <https://www.youtube.com/watch?v=wEUNzAKZuxQ>

WEEK 6 (4/12): Areas of global governance - International Economy

*** DB Post 3 due on 4/16 at 11:59 PM and two responses to fellow students due by 4/18 at 11:59PM**

Readings:

- Gutner Chapter 5 (pp. 129-158)
- Gutner Chapter 7 (pp. 192-214)
- Gore, Charles. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries." World Development 28.5 (2000): 789–804. World Development.
- <https://www.thenation.com/article/archive/ecuador-protests-imf/>
- <https://www.vice.com/en/article/7k9yvq/argentina-and-bolivia-are-done-with-the-looting-imf>

WEEK 7(4/19):: The Future of IOs and Global Governance

Readings:

- Karns and Mingst – Chapter 12 (pp. 450-496)
- <https://www.indiatoday.in/world/story/united-nations-facing-worst-financial-crisis-cash-crunch-1609728-2019-10-16><https://apnews.com/article/virus-outbreak-middle-east-famine-united-nations-yemen-eb45bc44e4d3d0e46da942713da53c1c>
- <https://www.motherjones.com/politics/2014/09/ebola-world-health-organization-budget/>

Week 8: (4/23): The rise of Regional Organizations

Final paper due 4/27 at 5PM

- Karns and Mingst – Chapter 5
- <https://www.lawfareblog.com/regional-organizations-application-r2p-ecowas-military-intervention-gambia>
- <https://www.as-coa.org/articles/explainer-what-unasur>
- <https://www.dw.com/en/with-unasur-floundering-latin-america-longs-for-integration/a-45083122>

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found [here](#).
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries

West campus: Fletcher Library

- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy](#).
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified

- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)
- review the Student Tips for Learning with Zoom, <https://uto.asu.edu/zoom-learning>

COURSE POLICIES

TECHNOLOGY POLICIES AND TECHNOLOGY SUPPORT

GENERAL TECHNOLOGY POLICIES: You are responsible for checking the course Canvas site regularly. You are also responsible for checking your ASU email regularly for important announcements and communication from the instructor. **All course communication should be done through Canvas or from your ASU email address.** Do not send emails from wackygoat@isba.net. It is your responsibility to ensure that your ASU email is working properly.

ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>. Students who violate the tenets of academic honesty will face disciplinary action and will automatically receive a failing grade in POS 150.

STUDENTS WITH DISABILITIES

Students with disabilities that require academic accommodations should provide a letter from the Disability Resource Center (DRC) in order for special accommodations to be made. *Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.*

EXPECTED CLASSROOM BEHAVIOR

I expect that you will treat me with respect and that you treat your classmates with respect. Part of being respectful . In an online course, this primarily involves having respectful and scholarly interactions with students via the discussion board posts. I will not tolerate aggressive or insulting conduct. Students are responsible for notifying me in a timely manner of any situation that is interfering with their academic performance.

POLICY AGAINST THREATENING BEHAVIOR

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. Threatening behavior will not be tolerated in POS 150 and will be reported immediately.

REPORTING TITLE IX VIOLATIONS

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

POLICY ON SEXUAL DISCRIMINATION

*Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. **As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.***

COPYRIGHTED MATERIALS

Students may not upload any materials to Canvas or any other course forum (other websites, for example) any material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.