INSTRUCTIONAL
INTERNSHIP

INTL 350-02
Cross-Regional Studies:
Global Transitions the Rise of the Rest
Spring 2017

Instructor: Professor Marsha Pacheco
Office: Education Center, Room 206-A
Email: pachecoms@cofc.edu
Phone: 843-953-0265

Time: MWF: 10:00am-10:50am
Classroom: Lightsey Conference Center, B09
Office hours: MW: 1:00pm-2:00pm; or
By Appointment

Prerequisite:
INTL 100 Introduction to International Studies

Course Description

This multidisciplinary course provides an overview of the evolving architecture, processes, and agents within the global governance arena. Governance, at whatever level of social, political or economic organization, refers to the systems of authoritative and ofentimes binding rules, principles, norms, institutions, and practices which any collective; from the local to the global level manages their common affairs. Global governance is generally defined as an instance of “governance in the absence of government.” In other words, there is no government at the global level: the UN General Assembly is not a global parliament, and Secretary-General Ban Ki-moon is not president of the world. But there is normative international laws, and governance with variable effectiveness, and these systems have been ongoing and evolving throughout history, but have assumed various institutional forms since the end of World War II.

Postwar international regimes and institutions have been established in the areas of trade, monetary relations, security policy, economic development, investor protection, the environment, human rights, labor standards, and migration. International treaties, agreements, dispute mechanisms, courts and tribunals have increased significantly in number. Thus the trajectory of global governance, and a more legalized world has seemingly been “more” rather than “less” and in many cases these structures are more “robust”, than they are “hollow.”

At the present time, several significant changes in the global arena are under way. The so-called “rise of the rest” and relative “decline of the West”— may reshape past structures and practices in global decision-making, and demand new forms, and/or sweeping reforms. There is also a distinctive move towards the use of informal networks and initiatives in both international and regional policy- and rule-making. As such, is the current global order being challenged, or “de-globalized?” Others question its legitimacy, and the configuration of the current governing structures. Lastly with the economic rise of China, aggressiveness of Russia, retreat of Brexit, non-state actor security threats, and anti-globalist political sentiments in the West, the question becomes what will global governance (structures) in the future look like?

Course Learning Objectives

Students will be able to describe and/or apply approaches that are useful for:

- Assessing transformations and emerging trends in global governance.
- Applying theoretical perspectives or paradigms germane to the study of the global order.
- Critically evaluating the effectiveness and fallouts of policies and practices in global rule-making.
- Delineating the behaviors and interests of different regional powers & actors in the modern global economy.

INTL Student Learning Outcomes

SLO 1: Global awareness:

- Students will demonstrate Global Awareness, that is, the ability to identify and describe differences and similarities within and between cultures.
  Goal: 70% of students accurately describe the different and similar effects of a particular aspect of globalization on two regionally-distinct countries / or two separate regions (i.e., 70% attain a C or better)

SLO 2: Theories in international studies:

- Students will be able to describe and/or apply a theoretical approach or paradigm germane to International Studies.
SLO 3: Synthesis:
- Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in International studies and its related disciplines and fields.

Course Requirements & Expectations of Professionalism

Attendance: Attendance in class is mandatory. Students are expected to be punctual, and those who arrive 15 minutes after the start of class will not be allowed to sign the roll, and will be marked absent. (Note: This policy can change at the Professor’s discretion and pending appropriate justification). Regular attendance and participation are important because: (1) materials covered in lectures will be included in all examinations; and (2) classroom participation will provide you with an opportunity to raise any questions that you may have regarding both the readings and lectures, in addition to demonstrating your understandings of core course content. Please note that your cumulative grade will be lowered by 10 points if you accrue more than 3 unexcused absences; and excessive absences can result in your removal from the course roll. Lastly, please remember that a portion of your final grade will be based on the effort that you have put into the course, and attendance and participation are visible indicators of such effort. Grades will also be based on the quality, rather than the frequency of participation during class meetings.

Classroom Etiquette: Laptops and cellphone usage is not permitted during the class session. Notes should be written in a notebook. Violators will be asked to leave the classroom, and will be marked absent for that session.

Reading Assignments: Textbooks purchases are not a requirement of this course, and required readings will be posted on OAKS. It is your responsibility to check OAKS on a regular basis to prepare for lectures, review assigned readings, respond to discussion questions, and keep abreast of other important course related information/notifications. Students are responsible for obtaining and studying all assigned course materials, including readings, documentaries, and lectures, whether you are present or absent from class. Students are expected to complete all of the required readings prior to each session, and be prepared to actively engage in class discussions. Lectures will complement – but not explicitly replicate or regurgitate – the readings. However they will draw upon and explore concepts and facts discussed in the readings.

Please Note: This syllabus, including the course schedule, readings, and assigned work and exams, is subject to change as necessary. Additional readings may be assigned throughout the semester, and changes will be announced in class, by email, or on OAKS. It is your responsibility to keep up with all readings and assignments. Check your College email inbox regularly! It is your responsibility to make sure you acquire all of the readings necessary for the class.

Short Online Writing Assignments: Beginning in the 3rd week of classes, each student will be expected to post ONE 250-word essay in response to a question related to the weekly readings/lectures. This question will be posted on Monday mornings, and responses are due by 2pm the Friday of that week. You should consider your responses to be an important part of your participation grade. The most important take away from this assignment however, is leaving this course not only knowing key concepts, themes, and approaches, but also improving writing and analytical skills. You will receive credit for each post, and constructive comments/feedback on ONLY posts submitted by 2pm each Friday. This assignment will measure SLO 1 (see above), and grades will also be based on both content and writing. There will be no makeup, or late submissions for this exercise.

Please Note: This is an open and engaging environment of higher learning where provocative ideas and viewpoints will often be expressed. To refine one’s critical and analytical skills, one must feel comfortable and confident when offering their thoughts or impressions, as well as when raising questions. Please be respectful of the classroom, and your classmate’s right to participate, especially when ideas and views may conflict with your own. Moreover, when responding to questions posed by the instructor or the opinions of fellow students, please do so in a manner that reflects the College’s civil and honorable code of conduct.

Mid-Term Examinations: There will be a take-home mid-term examination which will be used to measure student learning outcomes 1 & 3 (See above). Students will conduct a structured, focused case study of a single emerging economy, or comparative analysis of two emerging economies (e.g. Brazil & India), and analyze and critique their evolving role within a global governing structure (International Institution such as the WB or WTO / UN Security Council Reform etc.), or in dealing with a particular global issue (e.g. China’s role in the Paris climate change treaty or Brazil’s role in the WTO Doha Round). In your analysis you will discuss where the country stands on the issue, how they sought to play a leadership role(s), actions taken, regional implications (if any) as well as their preferred, and overall outcome(s). Students must also assess how their chosen country(s) foreign policy behavior or leadership approach aligns with one (or two) of the theoretical approaches
introduced in class. This assignment comprises 25% of your total grade, and must be a total of four pages long, not including a work cited. It must also include in-text citations. Exams will be due in class on March 3rd, and further guidelines will be discussed and distributed at a later date.

**Research Paper:** A research paper is assigned in this course, and will assess SLO 2 & 3. Students must select a topic or issue relevant to Global Governance (e.g. reforms/transitions or expansions, de-globalization or the rise of BRICs etc.), and submit a research proposal that includes a research question, thesis statement, and research design (i.e. how they will address the question. **The Research Proposal will be due at the end of Week 9, and further guidelines will be distributed.** The paper should not exceed 12 pages, double-spaced, including charts or graphics, footnotes and references. It should include a Literature review: 2-3 pages; which surveys previous works on the same/similar question (at least 5 sources). A theoretical framework that contrasts at least two of the main perspectives on the topic/issue must also be included. Your research questions must also be grounded in a relevant theoretical framework. **(More details to follow at a later date).** All told, your paper should demonstrate your ability to define a problem area, point out its significance, identify a course of action to address the problem and give fair warning to the reader about possible pitfalls with the approach. You will want to use the work of others. You should carefully quote and cite your sources, which should be primary or otherwise authoritative sources. I especially want your analysis and your conclusions. Please provide me with a hard copy and an electronic copy (OAKS Dropbox folder). Please use MS-WORD and not Google Docs. As a guide to manuscript preparation, I prefer the “Chicago style” of citation, with either footnotes or endnotes, and a list of references.

**Note:** Students should utilize the library often in support of their research and presentation planning. Also please do not hesitate to see me during my office hours if you are having trouble choosing a topic.

**Academic Support Services: The Center for Student Learning (CSL)**
The CSL is located on the first floor of the library, and offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include: walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website [http://csl.cofc.edu/](http://csl.cofc.edu/), or call 843.953.5635 for information.

**Grading Policy:** Grades will be based on a combination of class attendance and participation, written assignments and examinations. The breakdown of grading for the course is summarized as follows: Class Attendance (20%); Weekly Online Essay (25%); Midterm Exam (25%); Research Paper (30%).

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>20%</td>
<td>Understanding course content &amp; providing context &amp; relationships, exploring themes &amp; concepts</td>
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<tr>
<td>Weekly Short Essay</td>
<td>25%</td>
<td>Assessing knowledge of course materials and analytical skills</td>
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<tr>
<td>Mid-Exam 1</td>
<td>25%</td>
<td>Developing research, written, and oral communication skills</td>
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<td>Research Paper/ Presentation Overall</td>
<td>30%</td>
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<tr>
<td>- Proposal</td>
<td>5%</td>
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<tr>
<td>- Final Draft</td>
<td>15%</td>
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<tr>
<td>- Presentation</td>
<td>10%</td>
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**Final grades will be calculated using the following table:**

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A: 93-100</td>
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<tr>
<td>A-: 90-92</td>
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<tr>
<td>B+: 87-89</td>
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<tr>
<td>B: 83-86</td>
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<tr>
<td>B-: 80-82</td>
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<tr>
<td>C+: 77-79</td>
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<tr>
<td>C: 73-76</td>
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<tr>
<td>C-: 70-72</td>
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<tr>
<td>D+: 67-69</td>
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<tr>
<td>D: 63-66</td>
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<tr>
<td>D-: 60-62</td>
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<tr>
<td>F: &lt;60</td>
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Disability Services
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code & Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code, and when identified will be investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. This intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor, and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a F in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Respect & Course Rules
International studies addresses complex and often contentious issues. Students should feel free to share their informed comments, opinions and questions in class, and respect the right of their colleagues to do the same. In order to foster an environment of thought, learning, discussion and collaboration, it is important that students express themselves in an appropriate manner, listen, and learn from the debates at hand. Additionally students should:
1. Arrive in class and be seated five minutes PRIOR to class beginning.
2. When in the classroom, please turn off cell-phones and remove your hats AND headphones.
3. Absolutely NO surfing the web during lectures will be tolerated, and you may be asked to leave the classroom and marked absent for that day.
4. Do not sleep in class. It will seriously affect your class attendance and participation grade.
5. Do not chat, send or read e-mails in class. It will seriously affect your participation grade.
6. Only in the most serious of circumstances [serious personal illness, family emergency, and travel for unavoidable university business] will the instructor grant permission – which must be obtained in advance – to delay the due date of an assignment.
7. Students may request that the instructor reassess exam questions which they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the instructor in writing [including via e-mail], within a week after the examinations are returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves.
8. Instructors are interested in helping student master the course materials, hence, questions are invited during class sessions. Also, students are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters.

Course Schedule & Reading Assignments
Note: This schedule may be subject to change pending availability of guest speakers or films, extension of class discussions, and other unforeseeable events.

Additionally, short clips, documentaries, discussion questions, suggested further readings and references will be posted on the class home page to provide students with broader historical explanations of the most significant issues confronting societies within the international arena, as well as an evolution of the study of international studies in the modern era. In other words, because of time restrictions, key historical moments during the 20th and 21st centuries may not receive in-depth attention during lectures, but comprehension and interests can be reinforced on the students own time.

Part 1: Global Structures, Processes, Institutions & Multilateral Reform

Week 1: January 11-13
Introduction & Course Administration


Friday: Global Governance in the 20th & 21st Centuries

Readings:

Optional:

Week 2: January 16-20

Monday: Martin Luther King Jr. Day---College Close; No Class

Origins, Overview and Theories of the Evolving Global Architecture

Readings:


Optional:

Wednesday: International Law & The Postwar Institutional Economic & Legal Framework

Readings:

Optional:

Friday: The Post-Cold-War Economic Order

Readings:


Optional:

Week 3: January 23-27:  Note: Questions are posted online; Essays due each Friday by 2pm.
Methodological and Theoretical Approaches to the Study of Global Governance

Monday: Theoretical & Historical Foundations of Global Governance

Readings:

Wednesday: The role of interests, power and ideas: Studying International Institutions.

Readings:

Optional:

Friday: Evaluating Methodological Approaches to International Studies

Readings:

Optional:

Week 4: January 30-February 3

Globalization & Global Governance

Monday: The Multilateral Trading System: From GATT to the WTO

Readings:
- Dadush, U. & Nielson, J. “Governing Global The multilateral system that has underpinned world trade for over 50 years is facing serious challenges.” Finance & Development. December 2007. Pgs. 1-4

Optional:

Wednesday: Regional Cooperation & Integration in International Affairs

Readings:

Optional:

Friday:

Readings:

Optional:

Week 5: February 6-10
Monday: Civil Society Actors
Readings:

Optional:

Wednesday: The Ethics of Globalization
Readings:

Optional:

Friday: The Illicit Global Economy & Global Governance
Readings:

Week 6: February 13-17
Imbalances, Backlash & Resistance to the Contemporary Global Order
Monday: The North/South Divide
Readings:

Optional:

Wednesday: Poverty & Inequality
Readings:

Optional:

Friday: Anti & Alter-Globalization Movements
Readings:

Optional:

Week 7: February 20-24

Global Markets, Crises & Governance

Monday:
Readings:

Wednesday: In-Class Substitute: Professor away attending the International Studies Association Annual Meeting
International Finance Institutional Reform
In-Class Documentary: Boom & Bust & Boom (2015).
Readings:

Optional:

Friday: In-Class Substitute: Professor away attending the International Studies Association Annual Meeting
In-Class Documentary: Boom & Bust & Boom (2015).
Readings:

Week 8: February 27-March 3

Reshaping the Global Economy

Monday: At Global Decision-Making Crossroads
Readings:

Optional:

Wednesday: Global Governance: Informal Institutions, Concerts, and Clubs
Readings:

Optional:

Friday: **MID-TERM EXAM DUE. MARCH 3RD**

**Week 9: SPRING BREAK: NO CLASSES—MARCH 5TH –MARCH 11TH**

**Part II: Global Leadership in Transition**

**Week 10: March 13-17**

**Monday:** Is American Global Leadership in Decline?

Readings:

Optional:

**Wednesday:** A Post-American World?

Readings:

Optional:

**Friday:** The Rise of the Rest?

Readings:
  https://www.project-syndicate.org/commentary/multipolar-world-faces-american-resistance-by-jeffrey-d-sachs-2016-12

**Week 11: March 20-24**

**Research Paper Proposal Due on Friday 24th**

**Global Governance & the G7/G8**

**Monday:** The G7/8

Readings:

Optional:

**Wednesday:** Global Governance & the G7/G8

Readings:

Optional:

Friday: Global Governance & Globalization
Readings:

Week 12: March 27-31
Global Governance & the G7/G8 to G20
Monday: Global Governance & Globalization
Readings:

Optional:

Wednesday: The G20. From Global Crisis Responder to Global Steering Committee
Readings:

Optional:

Friday: Global Leadership in Transition
Readings:

Optional:

Week 13: April 3-7
Rising States & International Institutions
Monday: BRICS Governance
Readings:

Optional:
- Foreign Policy. “Think Again: The BRICS.” November 2012. file:///F:/CofC%20Classes/INTL_350/Think_again__the_BRICS__together.PDF
Wednesday: China & Global Governance
Readings:

Optional:

Friday: India & Global Governance
Readings:

Week 14: April 10-14
Rising States & Institutions
Monday: Brazil & Global Governance
Readings:

Wednesday: Russia & Global Governance
Readings:

Optional:

Friday:
Readings:

Week 15: April 17-21
A World of Regions
Monday: The European Union
Readings:

Suggested:

**Wednesday:** The East Asian Regional Economic Order  
**Readings:**

**Optional:**

**Friday:** The African Union  
**Readings:**

**Optional:**

**Week 16: April 24-28**  
**The Asian Century**  
**Monday:** The Asian Century  
**Readings:**

**Wednesday:** China & the United States  
**Readings:**

Friday: China in the Developing World

Readings:

Optional:

Week 17: May 1-5
What’s Next? The Contemporary World Order

Monday: More or Less Governing Structures?
Readings:

Wednesday: Research Paper Presentation

Friday: Research Paper Presentation

*Last Week of Class: Semester Ends

Week 18: May 8-12 Exam Week