

GRAD-Course C1-1103: Global Governance — Global Policies, Actors and Institutions**Ronny Patz****1. General information**

Class time	Group 1: Thursdays, 14-16h Group 2: Thursdays, 16-18h Group 3: Thursdays, 18-20h
Course Format	This course uses a “flipped classroom” format and combines 50 minutes of pre-recorded material (audio or video) with a 50-minute interactive seminar. Students will use the pre-recorded material to prepare for the seminar. The seminar is taught onsite at the Hertie School, or online via the platform Clickmeeting, depending upon your location. For those attending the online seminar, Clickmeeting allows for interactive, participatory seminar style teaching.
Instructor	Ronny Patz
Instructor’s office	TBC
Instructor’s e-mail	@hertie-school.org
Instructor’s phone number	TBC
Assistant	Name: TBC Email: TBC Phone: +49 30 259 219 Room: TBC
Instructor’s Office Hours	Thursdays, 11:00-12.00 or by appointment via video call

Link to Module Handbook [MIA](#) and [MPP](#)Link to [Study, Examination and Admission Rules](#)**Instructor Information:**

Ronny Patz is a Lecturer of International Political Economy at Hertie School. He has previously (2014-20) worked as postdoctoral research fellow and assistant professor at LMU Munich. As member of the DFG Research Unit “International Public Administration”, he studied the bureaucracies of IOs. His own research focus has been on the financing of IOs, especially in the United Nations (UN) system. He is the author of “Managing Money and Discord in the UN” (Oxford University Press 2019, with Klaus H. Goetz). In his most recent work, Ronny is developing text-as-data perspectives for the study of large corpora of UN documents. This includes UN Security Council speeches and annual reports of UN agencies (UNHCR, UNRWA, IOM).

Ronny received his PhD from Potsdam University in 2014. He studied Political Science at Free University Berlin and Eastern European Transitions at Tartu Ülikool (Estonia). During and after his studies, Ronny worked for the Council of Europe in Moldova, the 2007 German EU Council Presidency,

and for the international affairs department of the Estonian Ministry of Education and Research. From 2012-14, Ronny led the advocacy and research on ethics, transparency and accountability of EU institutions at the Brussels Office of Transparency International.

2. Course Contents and Learning Objectives

Course contents:

This course provides a problem-oriented introduction to key concepts of global governance. Global governance as a term *"is used to capture the complexity and dynamism of the many collective efforts by states and an increasing variety of nonstate actors to identify, understand, and address various issues and problems in today's turbulent world"* (Karns et al. 2015, 2). Global governance as we understand it has evolved considerably in the course of history, and so have the actor and problem constellation that define it.

Global governance is most visible when it is exercised through formal structures. When states were faced with governance problems they could not solve alone, they created international institutions and formal international organizations as early as the 19th century. Those mechanisms have proliferated ever since. Whether at global or regional scale, whether for general or for specific purposes, the provision of (global) public goods through governance mechanisms beyond the state has become increasingly important. This emerging pattern is not necessarily good or without problems, and it raises questions of legitimacy, accountability, and effectiveness. With the increased authority vested in global governance actors, criticism and resistance have also increased. The result is a more fragmented landscape of global governance, shaped by the multitude of actors and their relations.

This implies that global governance is not necessarily *global* in a territorial sense and clearly not uncontested. In the 21st century, almost all transnational governance, at any scale, can have positive and negative global governance implications, which are politicized by supporters and opponents alike. And yet, global governance is also ubiquitous, from the activities of supranational entities such as the European Union to global standard setting by private companies; from IGO or NGO networks acting where traditional states have limited capacity to address key policy problems; from (global) health to migration, from economic governance to environmental protection—all policy domains are affected.

Taking account of these considerations, this course combines conceptual and applied perspectives on global governance. After the first introductory sessions, the course will alternate between the in-depth discussion of one or two core concepts in one session and the discussion of concrete cases and applications in the next. The core concepts are (mostly) identical for all parallel tracks, but the readings and applications will vary with the instructor (European integration in the case of Markus Jachtenfuchs, global governance in the case of Ronny Patz).

Main learning objectives:

The course gives students a conceptual and thematic overview on global governance, focusing on conceptual lenses to make sense of its structure and possible alternative or supplementary trajectories. The guiding theme is 'the contested rise of global governance'. As this is a Masters level course, there will be no descriptive introduction to specific organizations or policy fields. Instead, the course is about analytical concepts and broad trends that should be helpful to understand the trajectory and problems of global governance from a political science perspective. It focusses on topics that students should know (if only as a background) when dealing with more specific problems later in their studies or in their professional life. In addition, the course will convey research design thinking, which is crucial to understanding and conducting modern social science research.

The sessions dealing with concepts (i.e. those not dealing with applications) usually combine a short, pre-recorded overview lecture with an intensive discussion of the readings in class (virtual or on

campus). The sessions dealing with applications will include student presentations, a discussion of the core reading materials and of the input provided by the presentations, as well as problem-oriented group work.

Prerequisites: N/A

Diversity Statement:

All participants in the course—lecturer and students alike—commit to using a respectful and inclusive language aware of racism, sexism, ableism and other forms of discriminatory speech. Students are invited to indicate the names and pronouns with which they (do not) want to be addressed.

The reading materials in this course are broadly gender-balanced and include texts authored by non-Western scholars but otherwise reflect the existing bias in “global” and English-language academic publishing on global governance and International Relations.¹ Where possible, postcolonial and Global South perspectives are included in the materials used. Students are encouraged to bring in further perspectives, notably where they have language and area skills to access non-English and less visible scholarly work or empirical insights.

3. Grading and Assignments

The final grade will be based on the following components. More detailed information will be provided in the course of the seminar.

- **an in-class presentation in one of the ‘application’ sessions (45%)**
 - 20 min strict time limit, with slides, **due on Moodle 48h before presentation**
 - should zoom into an important case or issue for illustrating the concept (to be discussed with instructor) or for developing different elements of a research design.
- **a research design paper on the presentation topic (45%)**
 - **3000 words maximum** (*everything* included)
 - due **Monday, 21 December 2020, 8:00** (a.m.) via Moodle
- **Course participation (10%)**
 - participation is marked by its active nature, its consistency, and its quality and does not simply reflect the quantity for seminar contributions

Grading policy: an 85 is a good grade, a 90 an excellent grade, grades over 90 are rare.

Late submission of assignments: For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

Attendance: Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

Academic Integrity: The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See [Examination Rules](#) §16.

¹ “Why Race Matters in International Relations “ (19 June 2020), <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>

Compensation for Disadvantages: If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

Extenuating circumstances: An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

4. General Readings

- Carlsnaes, W., Risse, T. and Simmons, B. A. (eds) (2013) *Handbook of International Relations*, 2nd ed., Los Angeles; London: Sage.
- Diez, T., Bode, I. and da Costa, A. F. (2011) *Key Concepts in International Relations*, Los Angeles; London: Sage.
- Karns, Margaret P., Mingst, Karen A. and Stiles, Kandell W. (2015) *International organizations: The politics and processes of global governance*, Boulder, London: Lynne Rienner.
- Panke, Diana (2018). *Research design & method selection: making good choices in the social sciences*. Sage.
- Tickner, Arelene and Smith, Karen (2020) *International Relations from the Global South. World of Difference*, Abingdon, New York: Routledge.

5. Session Overview

Session	Session Date	Session Title
1	10.09.2020	Basic concepts and theories of global governance
2	17.09.2020	Global governance as interdependence management
3	24.09.2020	The governor's dilemma (concept)
4	01.10.2020	The governor's dilemma (applications)
5	08.10.2020	Postfunctionalism: scale and community (concept)
6	15.10.2020	Postfunctionalism: scale and community (applications)
Mid-term Exam Week: 19.10 - 23.10.2020 – no class		
7	29.10.2020	Fragmentation and networks (concept)
8	05.11.2020	Fragmentation and networks (applications)
9	12.11.2020	Legitimacy and accountability (concept)
10	19.11.2020	Legitimacy and accountability (applications)
11	26.11.2020	Politicization and contestation (concept)
12	03.12.2020	Politicization and contestation (application)

6. Course Sessions and Readings

Session 1: Basic Concepts and Theories of Global Governance

Learning Objective	In this session, we will look at different definitions and conceptualization of “global governance” and how they relate to key concepts such as “sovereignty” and “order”. A central question is how these concepts are reflected in mainstream International Relations (IR) theories such as realism, liberalism, constructivism, or critical theory.
Required Readings	<ul style="list-style-type: none"> • ‘Chapter 1: The Challenges of Global Governance’, in: Karns, Margaret. P., Mingst, Karen .A. and Stiles, Kendall W. (2015) <i>International organizations: The politics and processes of global governance</i>, Boulder, London: Lynne Rienner. • Behera, Navnita Chadha (2020) ‘State and sovereignty’, in: Tickner, Arlene B. and Smith, Karen (eds.) <i>International Relations from the Global South. World of Difference</i>, Abingdon, New York: Routledge, 139-160. • Smith, Karen (2020) ‘Order, ordering and disorder’, in: in: Tickner, Arlene B. and Smith, Karen (eds.) <i>International Relations from the Global South. World of Difference</i>, Abingdon, New York: Routledge, 77-96.
Optional Readings	Any chapters from the core readings that help you to become familiar with mainstream IR theories as reflected in the required readings (e.g. in Table 8.1. of Behera [2020]). This is in particular for students without prior contact to IR theories.

Session 2: Global Governance as Interdependence Management

Learning Objective	Global governance involves a diverse set of actors with sometimes overlapping, sometimes opposing interests. In this session, we discuss why such a diversity exists and what drives cooperation and competition between different types of global governance actors.
Required Readings	<ul style="list-style-type: none"> • Abbott, Kenneth W., Jessica F. Green, and Robert O. Keohane (2016) ‘Organizational ecology and institutional change in global governance.’, <i>International Organization</i> 70(2), 247-277. • Johnson, Tana (2016). ‘Cooperation, co-optation, competition, conflict: international bureaucracies and non-governmental organizations in an interdependent world’, <i>Review of International Political Economy</i> 23(5), 737-767.
Optional Readings	Chapters 3+6 in Karns et al. (2015)

Session 3: The Governor’s Dilemma (concepts)

Learning Objective	This session will establish a basic understanding of who governs and how governance works at global level, notably when there is no central authority. Governance mechanisms at this level are often complex, with governors acting through intermediaries or multiple principals trying to steer a single organization. Students will learn to grasp these complex
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	arrangements conceptually ahead of the applied perspectives in the following week.
Required Readings	<ul style="list-style-type: none"> • Abbott, Kenneth W.; Genschel, Philipp; Snidal, Duncan and Zangl, Bernhard (2020). 'Competence control theory: The challenge of governing through intermediaries', in K.W. Abbott, P. Genschel, D. Snidal and B. Zangl (eds), <i>The Governor's Dilemma: Indirect Governance Beyond Principals and Agents</i>, Oxford: Oxford University Press, 3–36. • Lyne, Mona M.; Nielson, Daniel L.; Tierney, Michael J. (2006): Who delegates? Alternative models of principals in development aid; in: Hawkins, Darren G.; Lake, David A.; Nielson, Daniel L.; Tierney, Michael J. (eds): <i>Delegation and agency in international organizations</i>; Cambridge: Cambridge University Press; 41-76.
Optional Readings	Introductory chapter of Hawkins et al. (2016)

Session 4: The Governor's Dilemma: Actors in Global Economic and Financial Governance

Learning Objective	In this session, we will look at the diverse landscape of actors in global economic and financial governance, including a supranational organization (the EU), a global monetary institution (the IMF), private actors (credit rating agencies), and multilateral development banks (various). Students will learn to see the complex arrangements of hierarchy and authority that come to define various governance arrangements. In this session, students will also be introduced to designing global governance research and the challenges that come with both the design and the implementation of such research.
Required Readings	<ul style="list-style-type: none"> • Panke (2018), Chapter 1 • Moschella, Manuela (2020). 'Managing the Eurozone Crisis. Why enlist the IMF?' in: K.W. Abbott, P. Genschel, D. Snidal and B. Zangl (eds), <i>The Governor's Dilemma: Indirect Governance Beyond Principals and Agents</i>, Oxford: Oxford University Press, 223- • Humphrey, Chris (2017). 'He who pays the piper calls the tune: Credit rating agencies and multilateral development banks.', <i>The Review of International Organizations</i> 12(2), 281-306.
Optional Readings	<ul style="list-style-type: none"> • Büthe, Tim, and Walter Mattli (2013). <i>The new global rulers: The privatization of regulation in the world economy</i>. Princeton University Press.

Session 5: Postfunctionalism: Function and Community (concepts)

Learning Objective	Students are introduced to conceptual foundations of the evolution and design of international institutions. Core concepts discussed will be function vs. community, delegation vs. pooling.
Required Readings	<ul style="list-style-type: none"> • Hooghe, Liesbet and Marks, Gary (2009). 'A Postfunctionalist Theory of European Integration: From Permissive Consensus to

	<p>Constraining Dissensus', <i>British Journal of Political Science</i> 39(1), 1–23.</p> <ul style="list-style-type: none"> • Hooghe, Liesbet; Lenz, Tobias and Marks, Gary (2019). <i>A Theory of International Organization</i>, Oxford University Press, 9-25.
Optional Readings	May be added later

Session 6: Postfunctionalism: The Creation of Regional and Parliamentary International Institutions

Learning Objective	In this session, we will look at how theoretical concepts related to postfunctionalism, as well as alternative explanations, are applied in qualitative and quantitative empirical research, notably to study the emergence of parliamentary institutions in non-European regional organizations.
Required Readings	<ul style="list-style-type: none"> • Panke (2018), Chapter 4 • Rocabert, Jofre, Frank Schimmelfennig, Loriana Crasnic, and Thomas Winzen. 'The rise of international parliamentary institutions: Purpose and legitimation.' <i>The Review of International Organizations</i> 14(4), 607-631. • Mumford, Densua (2018). 'The power of experts: why non-democracies create regional parliaments.' PhD diss., University of Oxford, available at: https://ora.ox.ac.uk/objects/uuid:9c95576a-fe67-49c2-ba04-764e11494422/
Optional Readings	<ul style="list-style-type: none"> • Börzel, Tanja A. and Thomas Risse (2019). 'Grand theories of integration and the challenges of comparative regionalism', <i>Journal of European Public Policy</i> 26(8), 1231-1252.

Mid-term Exam Week: 19 – 23.10.2020 – no class

Session 7: Fragmentation and Networks (concepts)

Learning Objective	Fragmentation appears to be a central trend in global governance, from differentiated integration in the EU framework to complex and overlapping regimes at global level. Students will learn to understand how the concepts of fragmentation and networks relate to broader discussions about complexity.
Required Readings	<ul style="list-style-type: none"> • Holzinger, Katharina and Jale Tosun (2019). 'Why differentiated integration is such a common practice in Europe: A rational explanation', <i>Journal of Theoretical Politics</i> 31(4), 642-659. • Alter, Karen and Meunier, Sophie (2009). 'The Politics of International Regime Complexity', <i>Perspectives on Politics</i> 7(1), 13-24. • Kim, Rakhyun E. (2019). 'Is Global Governance Fragmented, Polycentric, or Complex? The State of the Art of the Network Approach', <i>International Studies Review</i> (Early View).

Optional Readings	May be added later
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Session 8: Fragmentation and Networks: Global Refugee and Migration Policy

Learning Objective	Global refugee and migration policy is one of the most talked about topics in transnational and global governance. Students will learn to apply the conceptual lenses from the previous week to this policy domain and also think about how to make methodological choices to study such a complex field.
Required Readings	<ul style="list-style-type: none"> • Panke, Chapter 6 • Betts, Alexander (2009). 'Institutional Proliferation and the Global Refugee Regime', <i>Perspectives on politics</i> 7(1), 53-58. • Kortendiek, Nele (2020). 'How to govern mixed migration in Europe: transnational expert networks and knowledge creation in international organizations', <i>Global Networks</i> (Early View)
Optional Readings	<ul style="list-style-type: none"> • Schimmelfennig, Frank and Winzen, Thomas (2020) <i>Ever looser Union? Differentiated European Integration</i>, Oxford: Oxford University Press, 1-9, 20-66.

Session 9: Legitimacy and Accountability (concepts)

Learning Objective	In the absence of global democracy, why do institutions and actors involved in global governance require legitimacy? And how are accountability and legitimacy related? Both concepts will be discussed in this session, including with a view to understanding dynamics of politicization and contestation (see session 11).
Required Readings	<ul style="list-style-type: none"> • Buchanan, Allen, and Robert O. Keohane (2006). 'The legitimacy of global governance institutions' <i>Ethics & international affairs</i> 20(4), 405-437. • Dellmuth, Lisa and Bernd Schlipphak (2020). 'Legitimacy beliefs towards global governance institutions: a research agenda', <i>Journal of European Public Policy</i>, 27(6), 931-943. • Part I. of: Möldner, Mirka. (2019). <i>Accountability of International Organizations and Transnational Corporations</i>. Nomos.
Optional Readings	<ul style="list-style-type: none"> • Dahl, Robert A. (1994). 'A democratic dilemma: system effectiveness versus citizen participation', <i>Political Science Quarterly</i> 109(1), 23-34.

Session 10: Legitimacy and Accountability: NGOs and Businesses in Global Governance

Learning Objective	In the absence of global democracy, NGOs and other non-state actors are key interlocutors who shape the legitimacy of global governance arrangements and, potentially, holding global governance actors to
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	account. In this session, students will learn to assess such claims in view of both quantitative and qualitative research on NGO and non-state actors in global and transnational policy-making.
Required Readings	<ul style="list-style-type: none"> • Henry, Laura A.; McIntosh Sundstrom; Lisa; Winston, Carla and Priya Bala-Miller (2019). 'NGO participation in global governance institutions: international and domestic drivers of engagement.' <i>Interest Groups & Advocacy</i> 8(3), 291-332. • Kalm, Sara; Strömbom, Lisa and Abnders Uhlin (2019). Civil Society Democratising Global Governance? Potentials and Limitations of "Counter-Democracy". <i>Global Society</i>, 33(4), pp.499-519. • Hahn, Kristina and Anna Holzscheiter (2013). 'The ambivalence of advocacy: Representation and contestation in global NGO advocacy for child workers and sex workers.' <i>Global Society</i> 27(4), 497-520. • Prügl, Elisabeth and Jacqui True (2014). 'Equality means business? Governing gender through transnational public-private partnerships', <i>Review of International Political Economy</i> 21(6), 1137-1169.
Optional Readings	<ul style="list-style-type: none"> • Tallberg, Jonas; Lisa M. Dellmuth; Agné Hans, and Andreas Duit (2018). 'NGO Influence in International Organizations: Information, Access and Exchange', <i>British Journal of Political Science</i> 48(1), 213-238.

Session 11: Politicization and contestation (concepts)

Learning Objective	In this session, students will learn how to take a concept such "politicization" and to translate it into an empirical research design for a quantitative study (i.e. Rauh & Zürn 2019).
Required Readings	<ul style="list-style-type: none"> • Zürn, Michael (2019). 'Politicization compared: at national, European, and global levels', <i>Journal of European Public Policy</i> 26(7), 977-995. • Rauh, Christian; Michael Zürn (2019). 'Authority, politicization, and alternative justifications: endogenous legitimation dynamics in global economic governance.' <i>Review of International Political Economy</i> (Early View)
Optional Readings	<ul style="list-style-type: none"> • Chapter 8, Panke (2018). • Zürn, M. and Wilde, P. de (2016) 'Debating globalization: cosmopolitanism and communitarianism as political ideologies', <i>Journal of Political Ideologies</i> 21(3): 280-301.

Session 12: Beyond Politicization: The Future of Global Governance

Learning Objective	While politicization is clearly driving recent developments and discussions on global governance, the future of global governance will be defined by a variety of forces. In this session, students will learn to synthesize the conceptual and empirical insights of this course and to extrapolate potential futures of global governance. In view of the theoretical discussions of this semester and the debates around current trends in the rearrangements of global power structures, the question will be: What could global governance look like if it were shaped by the Global South, by East and West Asian actors or by populist forces in the EU and the USA?
Required Readings	<ul style="list-style-type: none"> • Acharya, Amitav (2016). 'The future of global governance: Fragmentation may be inevitable and creative', <i>Global Governance: A Review of Multilateralism and International Organizations</i> 22(4), 453-460. • Eilstrup-Sangiovanni, Mette and Stephanie C. Hofmann (2019). 'Of the contemporary global order, crisis, and change.', <i>Journal of European Public Policy</i> (Early View). • Zarakol, Ayşe (2019). "'Rise of the rest": As hype and reality', <i>International Relations</i> 33(2), 213-228. • Quadir, Fahimul (2013). 'Rising Donors and the New Narrative of 'South-South' Cooperation: what prospects for changing the landscape of development assistance programmes?', <i>Third World Quarterly</i> 34(2), 321-338.
Optional Readings	Chapter 9, Panke (2018)

Final Exam Week: 14 - 18.12.2020 – no class