

CCGL 9035
Challenges of Global Governance: Past and Present
SECOND SEMESTER, 2021-2022

Time: Wednesdays 2:30-4:20 pm

Location: CPD 3.28

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Overview

This course explores how states and international organizations confront and solve a variety of transnational problems ranging. In particular, the course examines why international cooperation is often weak or non-existent despite the dizzying number of international challenges that require cross-border cooperation. The course begins by borrowing insights from several theoretical paradigms from international relations. Then, the course applies these theoretical paradigms to a number of international issues such as humanitarian intervention, nuclear weapons proliferation and even the Olympics. Through the examination of a variety of theoretical perspectives drawn from disciplines that range from sociology to economics and political science, students will obtain the analytic skills to evaluate current and salient transnational problems facing policymakers. Since the course covers various aspects related to the understanding of international cooperation, students are prompted to reflect on the complex historical, political, and social issues surrounding the problems that they study.

Objectives

1. Identify and explain the main competing theoretical paradigms on global governance.
2. Apply these frameworks to specific global issues.
3. Understand the current world order through different theoretical perspectives.
4. Judge and evaluate contemporary transnational problems by situating the issue both in its historic and current geopolitical context.

Requirements

This course is designed to expose you to a systematic approach to analyzing how state and non-state actors coordinate and cooperate in the international system. To achieve this goal, you will be asked to learn and evaluate theoretical frameworks on international cooperation and apply them to global governance problems. Throughout the semester, you will also be asked to read a number of articles and books that supplement and expand on the basic theoretical frameworks. These readings will all be available on Moodle.

The coursework will involve writing and analysis of both a theoretical and practical nature. Because the exam will be largely based off the required readings and lecture, it is vital that you regularly attend lectures and tutorials as well as do all the readings. Your grade is broken down into the following categories:

1. Tutorials: 10 percent
Includes regular attendance and participation in tutorials.
2. Lectures: 10 percent
Includes regular attendance and participation in class lecture as well as in-class quizzes.
3. Group Assignment: 40 percent
Form groups of at least 5 but no more than 6 students to analyze how media and research from different countries and organizations (state and non-state) report about a transnational issue using the paradigms discussed in the readings and lecture. The grade distribution of the assignment is broken as follows:
 - Individual report (20 percent):
Groups will submit individual reports (about 1,000 to 1,200 words) on a particular aspect of media reporting (March 27, 2022).
 - Group presentation (15 percent):
Groups will give a 10 minute presentation on the topic in-class.
 - Group peer review (5 percent):
Each group will be responsible for a peer review of related presentation topic. This review will be roughly 500 to 800 words (April 17 and April 24, respectively).
4. Final Exam: 40 percent
Take home exam consists of answering one long essay question. The questions will be posted on Moodle at **11:59 am, May 1, 2022**. You have 48 hours to submit the essay (due **11:59 am, May 3, 2022**).

Administrative Policies

All exams must be taken at the time prescribed in the syllabus. No make-up exams will be administered except on the rare occasion where students have documented proof that they were incapacitated or otherwise unable to take the exam. Assignments are due on the date given to you in class. Late assignments will receive a one-third grade deduction for every day that

it is late from the assigned date. Assignments that are emailed to me *will not be accepted*, unless otherwise noted and authorized by me. You are also required to become familiar with Hong Kong University's policy on plagiarism (<http://www.hku.hk/plagiarism>). Cheating, plagiarism, and harassment in any form will not be tolerated. Submitted work by students will be verified via Turnitin (<http://lib.hk/turnitin/turnitin.html>). The University of Hong Kong does not tolerate cheating or plagiarism of any kind. Do not do these things.

With respect to students with disabilities, students requesting special accommodation must first register with the CEDARS. The CEDARS Office will provide documentation to the instructor when requesting accommodation. Please do this at the beginning of the quarter, and schedule all exams and assignments as appropriate with the instructor at the beginning of the semester. Do not wait until right before the exams.

Required Texts

There is no required textbook for this course. Instead, the required readings come from selected materials from a number of textbooks, books, and articles. In addition to the required readings, there are recommended articles that help to delve deeper into the topic of the week, which will be indicated by an asterisk(*) in front of that reading. All articles and selected readings will be uploaded on Moodle.

Recommended Readings

These recommended readings are general reference textbooks to help with the material. Consult as needed.

- Brown, Chris and Kirsten Ainley. 2005. *Understanding International Relations, Third Edition*. Palgrave Macmillan.
- Snidal, Duncan, and Christian Reus-Smit, eds. 2010. *Oxford Handbook of International Relations*. Oxford University Press.
- Smith, Steve, Amelia Hadfield, and Tim Dunnem, eds. 2012. *Foreign Policy: Theories, Actors, Cases, 2nd Edition*. Oxford University Press.

Course Outline

Part I: Theories of Global Governance

Week 1 (January 19): Introduction to the course

- Brown, Chris and Kirsten Ainley. 2005. *Understanding International Relations, Third Edition*. Palgrave Macmillan: Chapter 3, pp. 40-59.

Week 2 (January 26): Power and rules of global politics

- Snyder, Jack. "One World, Rival Theories," *Foreign Policy*, October 26, 2009. Read pp. 1-9.
- Walt, Stephen M. 1998. "International Relations: One World, Many Theories," *Foreign Policy* 110: pp. 29-40.
- * Axelrod, Robert and Robert O. Keohane. "Achieving Cooperation under Anarchy: Strategies and Institutions," *World Politics* 38(1): 226-254.
- * Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.
- * Keohane, Robert. 1982. "The Demand for International Regimes." *International Organization* 36(2): 325-355.
- * Powell, Robert. 2006. "War as a Commitment Problem." *International Organization* 60(4): 169-203.
- * Mearsheimer, John J. 1994. "The False Promise of International Institutions." *International Security* 19(3): pp. 5-49.

Week 3 (February 2): No School - Lunar New Year Holiday ☺

Week 4 (February 9): Theories of ideas, culture, and domestic politics

- Bueno de Mesquita, Bruce and Alastair Smith. 2012. *The Dictator's Handbook: Why Bad Behavior Is Almost Always Good Politics*. Read Chapter 1.
- Huntington, Samuel P. "The Clash of Civilizations," *Foreign Affairs* 72(3): 22-49. Read pp. 22-29 and pp. 48-49.
- Lipsky, Phillip Y. "The Trump Tower Peace Theory," *Foreign Policy*, June 22, 2017.
- Snyder, Jack. "One World, Rival Theories," *Foreign Policy*, October 26, 2009. Read pp. 10-14.
- Walt, Stephen M. 1998. "International Relations: One World, Many Theories," *Foreign Policy* 110: pp. 40-45.
- * Fearon, James D. 1998. "Domestic Politics, Foreign Policy, and Theories of International Relations," *Annual Review of Political Science* 1: 289-313.
- * Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change," *International Organization* 52 (3): 887-917.

Week 5 (February 16): The state system, global order, and sovereignty

- Tilly, Charles. 1985. "War Making and State Making as Organized Crime" in *Bringing Back the State*. Cambridge: Cambridge University Press: pp. 169-187.
- Krasner, Stephen D. "Think Again: Sovereignty," *Foreign Policy* November 20, 2009. Read pp. 1-11.
- * Rathbun, Brian C. 2011. "Before Hegemony: Generalized Trust, International Cooperation and the Design of International Organizations." *International Organization* 45(2): 243-273.
- * Ikenberry, John G. "Institutions, Strategic Restraint, and the Persistence of American Postwar Order." *International Security* 23(3): pp. 43-78.

Part II: Global Governance Issues

Week 6 (February 23): Weapons of mass destruction and the obsolescence of interstate war

- Friedman, Thomas. “Foreign Affairs Big Mac I,” *New York Times* 8 December 1996.
- Mueller, John. 1989. *Retreat from Doomsday: The Obsolescence of Major War*. Rochester: Basic Books. Read pp. 217-223 and 236-244.
- Reiter, Dan. 2017. “Democratic Peace Theory.” *Oxford Bibliographies*.
- Ross, Douglas Allen. 2004. “Weapons of Mass Destruction and the End of War?” *Journal of the Institute for the Humanities* 3(Spring): 32-37.
- Tobey, William “ ‘No Good Options’ on North Korea Is a Myth”, *Foreign Policy* 7 July 2017.
- * Sagan, Scott D. and Kenneth N. Waltz. 2003. *The Spread of Nuclear Weapons: A Debate Renewed*. New York: W. W. Norton & Company. Read chapter 3.
- * Maoz, Zeev and Bruce Russett. “Normative and Structural Causes of the Democratic Peace,” *The American Political Science Review* 87(3): 624-638.

Week 7 (March 2): The future of warfare and US-China relations

- Atherton, Kelsey D. “Are Killer Robots the Future of War? Parsing the Facts on Autonomous Weapons,” *The New York Times* 2018 November 15.
- Edel, Charles and Hal Brands. “The Real Origins of the U.S.-China Cold War,” *Foreign Policy* June 2, 2019.
- Horowitz, Michael C. “The Algorithms of August” *Foreign Policy*, September 12, 2018.
- Tarnoff, Ben. “Weaponised AI is coming. Are algorithmic forever wars our future?” *The Guardian* 2018 October 11.
- * Kreps, Sarah. “To stop endless war, raise taxes,” *Vox* 2018 June 18.
- * Nathan, Andrew J. and Andrew Scobell. 2012. “How China Sees America: The Sum of Beijing’s Fears,” *Foreign Affairs* 91(5): 32-47.
- * Schulman, Loren DeJonge. 2018. “Behind the Magical Thinking: Lessons from Policymaker Relationships with Drones.” *Centre for New American Security*.

**** Individual media report papers due (11:59pm, March 6)

Week 8 (March 9): No Class - Reading Week ☺

Week 9 (March 16): No Class - HKU Foundation Day ☺

Week 10 (March 23): Human rights, NATO, and International Organizations

- Beaumont, Peter. “One year on: chaotic Libya reveals the perils of humanitarian intervention,” *The Guardian* 19 February 2012.
- Pizano, Pedro, “The Human Rights That Dictators Love,” *Foreign Policy* 2014 February 26.

- Friedman, Benjamin and Justin Logan. "Hitting the 'Stop' Button on NATO Expansion." *International Affairs Forum* (Spring 2009). Read pp. 1-3.
- Goldgeier, James M. 2010. "The Future of NATO." *Council Special Report 51*. Read pp. 3-13.
- * Moravcsik, Andrew. "The Origins of the Human Rights Regimes: Democratic Delegation in Postwar Europe." *International Organization* 54(2): 217-252.
- * Kuperman, Alan. 2008. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans," *International Studies Quarterly* 52(1): 49-80. Read all.
- * Reiter, Dan. 2001. "Why NATO Enlargement Does Not Spread Democracy," *International Security* 25(4): 41-67.

**** Individual media report due (11:59pm, March 27)

Week 11 (March 30): Climate change

- Johnstone, Sarah and Jeffrey Mazo. 2013. "Global Warming and the Arab Spring" in *The Arab Spring and Climate Change: A Climate and Security Correlations Series* ed. Caitlin E. Werrell and Francesco Femia.
- Plumer, Brad. "The World Just Agreed to a Major Climate Deal in Paris. Now Comes the Hard Part," *Vox*, December 12, 2015.
- Walt, Stephen M. "Who Will Save the Amazon (and How)?" *Foreign Policy*, August 5, 2019.
- * Keohane, Robert O. and David G. Victor. "The Regime Complex for Climate Change," *Discussion Paper* 2010-33, Cambridge, Mass.: Harvard Project on International Climate. Agreements, January 2010.
- * Sunstein, Cass R. "Of Montreal and Kyoto: A Tale of Two Protocols." *Environmental Law and Policy* 38: 10566-10581.

Week 12 (April 6): Human security

- Brautigam, Deborah and Rithmire, Meg. 2021. "The Chinese Debt Trap Is a Myth." *The Atlantic* 6 February 2021.
- Easterly, William. "The Ideology of Development." *Foreign Policy* October 2009.
- Katz, Rebecca and Daniel A. Singer. 2007. "Health and Security in Foreign Policy," *Bulletin of the World Health Organization* 85(3): 233-234.
- Rice, Susan E. 2006. "The Threat of Global Poverty," *The National Interest* 83: 76-82.
- Ivana Karásková and Veronika Blablovà. "The Logic of China's Vaccine Diplomacy." *The Diplomat* 24 March 2021.
- * Ban, Jonathan. "Health as a Global Security Challenge," *Seton Hall Journal of Diplomacy and International Relations*.
- * Axel Dreher, Andreas Fuchs, Bradley Parks, Austin M. Strange, and Michael Tierney. 2021. "Aid, China and Growth: Evidence from a New Global Development Finance Dataset." *American Economic Journal: Economic Policy* 13(2):135-174.

- * McInnes, Colin J. 2010. "Looking Beyond the National Interest: Reconstructing the Debate on Health and Foreign Policy," *Medical Journal of Australia* 180: 168-170.
- * "The World Bank's Fund for the Poorest." *International Development Association* October 2014.

Week 13 (April 13): Class presentations I

**** Group peer evaluation reports due (11:59pm, April 17)

Week 14 (April 20): Class presentations II

**** Group peer evaluation reports due (11:59pm, April 24)

Week 15 (April 27): International games and final wrap-up

- Fisher, Max. "Neither the Will Nor the Cash: Why India Wins So Few Olympic Medals," *The Atlantic*, August 3, 2012, pp. 1-5.
- * Krishna, Anirudh and Eric Haglund. "Why Do Some countries Win More Olympic Medals? Lessons for Social Mobility and Poverty Reduction," *Economic and Political Weekly*, July 12, 2008, 143-151.

******* Finale exam questions posted 11:59 am, May 1, 2022 and due 11:59 am May 3, 2022. *******

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Challenges of Global Governance: Past and Present (CCGL9035) - Grade Descriptors for Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Prompt	Identifies and addresses the main question(s) and all of the subsidiary, embedded, or implicit aspects.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Comprehension, Analysis, Synthesis, and Application of Course Material	Demonstrates a comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of course material is consistently clear and effective.	Displays a general understanding of relevant concepts and theories with occasional shortcomings; the analysis, synthesis and application of course material is generally clear and effective.	Demonstrates a superficial understanding of course concepts and theories; synthesis and application of course material is mostly clear and effective.	Essay rarely goes beyond reproduction of relevant concepts and theories; essay is further impaired by considerable inaccuracies on the application of course material.	Absolutely no critical engagement with relevant issues and themes. Essay is characterized by serious inaccuracies and misunderstandings.
Clarity and Logic of Argument	Examines the question/issue/problem from all important perspectives. Overall, arguments fit together and build a compelling case. Premises or evidence strongly support conclusions. Essay addresses counter-evidence and/or rival explanations.	Examines the question/issue/problem from most of the important perspectives. Arguments not always fit together. Structure of the argument is clear and logical, but some arguments underdeveloped or alternative explanations/counter-evidence not thoroughly addressed.	Examines the question/issue/problem from some of the important perspectives. The essay offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Provides only minimal examination of relevant arguments and counterarguments. The argument put forward is often muddled by poor reasoning with insufficient support.	Student fails to present and defend a coherent position. Presentation of arguments are confused and illogical. Generally, the arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Each paragraph contains a central idea which is consistently developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphs contain a central idea but some paragraphs lack development and/or supporting detail. Some paragraphs sometimes contain irrelevant details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Many paragraphs underdeveloped and lack a central idea or supporting detail.	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Paragraphs lack	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Syntax and Grammar	The language contains very few, if any, errors in grammar and vocabulary. If errors are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some errors in grammar and vocabulary. Apart from the occasional oversight, conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed.	The language is mostly accurate but noticeable errors in grammar and vocabulary are present. Errors are distracting but the overall meaning is still coherent. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times, errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains substantial grammar and vocabulary mistakes. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but contain many errors.	The essay is largely incomprehensible due to substantial errors in language and vocabulary. Generally does not adhere to conventions of academic writing (e.g. citation, references, footnotes, etc.).

Grade Descriptors for Presentations

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Comprehension, Analysis, Synthesis, and Application of Course Material	Demonstrates a comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of course material is consistently clear and effective.	Displays a general understanding of relevant concepts and theories with occasional shortcomings; the analysis, synthesis and application of course material is generally clear and effective.	Demonstrates a superficial understanding of course concepts and theories; synthesis and application of course material is mostly clear and effective.	Essay rarely goes beyond reproduction of relevant concepts and theories; essay is further impaired by considerable inaccuracies on the application of course material.	Absolutely no critical engagement with relevant issues and themes. Essay is characterized by serious inaccuracies and misunderstandings.
Clarity and Logic of Argument	Presents the question/issue/problem from all important perspectives. Overall, arguments fit together and build a compelling case. Premises or evidence strongly support conclusions. Essay addresses counter-evidence and/or rival explanations.	Presents the question/issue/problem from most of the important perspectives. Arguments do not always fit together. Structure of the argument is clear, but underdeveloped. Alternative explanations/counter-evidence not thoroughly addressed.	Presents the question/issue/problem from some of the important perspectives. The reasoning in the presentation is sometimes impaired by weak, emotive, or inconsistent argumentation.	Presents things from a single perspective. Provides minimal analysis of relevant arguments and counterarguments. The presentation is often muddled by poor reasoning with insufficient support.	Student fails to present and defend a coherent position. Presentation of arguments are confused and illogical. Generally, the arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization	The presentation provides an outline that introduces the structure and a conclusion and summarizes the main ideas/arguments. Transitions from one main idea/argument to the next are always clear to the listener.	The presentation provides an outline that introduces the structure and a conclusion and summarizes the main ideas/arguments. However, one or both could be more comprehensive. Transitions from one main idea/argument to the next are sometimes unclear to the listener, but the audience is able to follow the development of the main arguments.	The presentation provides an outline that introduces the structure and a conclusion and summarizes the main ideas/arguments. However, one or both could be more comprehensive. Transitions from one main idea/argument are often unclear to the listener. The listener is sometimes unable to follow the development of the main arguments.	The presentation's outline of the structure and conclusion are confusing and lack enough detail to be useful to the listener. Transitions from one main idea/argument are unclear to the listener. The listener is frequently unable to follow the development of the main arguments.	There is no outline or conclusion. Transitions from one main idea/argument are unclear. The audience cannot follow the development of any of the main arguments.
Delivery	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience at all times through the skillful use of eye contact, gestures, variation in voice, attractive and professional looking visual aids.	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two of these could be done better in places.	Presenter(s) adhere more or less to the time limits set. Presenter(s) engage the audience some of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids.	Presenter(s) may be significantly off the time limits set. Presenter(s) attempts but does not effectively engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids but with limited overall effectiveness.	Presenter(s) do not adhere to the time limits set. Presenter(s) seem to make little attempt to engage the audience eye contact, gestures, variation in voice, attractive and professional looking visual aids.
Syntax and Grammar	Spoken language is always accurate, comprehensible, fluent, and precise. Pronunciation is clear at all times. Grammatical errors are infrequent and do not distract the listener.	Spoken language is mostly accurate, comprehensible, fluent and precise. Pronunciation is generally clear. Grammatical errors are infrequent and only sometimes distract the listener.	Spoken language is generally comprehensible and fluent but not always accurate and precise. Frequent pronunciation and grammar mistakes distract the listener.	The language is often inaccurate and imprecise and occasionally incomprehensible. Substantial pronunciation and grammar errors strain the listener's ability to follow the presentation.	The language is incomprehensible and many of the main arguments are unclear due to substantial pronunciation and grammar errors.

THE UNIVERSITY OF HONG KONG

Challenges of Global Governance: Past and Present (CCGL9035) - Grade Descriptors for Tutorial Participation

	Grade A	Grade B	Grade C	Grade D	Grade F
Intellectual Contribution	Displays a thorough understanding of all course material. Provides thoughtful insights, raises critical points, and generally advances group discussion.	Demonstrates a good understanding of most of the course material. Frequently offers helpful points and/or asks questions that advance group discussion.	Demonstrates a basic understanding of the course material. Sometimes makes positive contributions that advance group discussion.	Demonstrates a basic understanding of some of the course material. While contributions are few, occasionally advances group discussion.	Student either does not attend tutorial or demonstrates little or no understanding of course material. Little or no effort is made to contribute to group discussion.
Group Discussion Skills	Regularly participates in group discussion. Plays an active role in leading discussion.	Participates most of the time. Plays a more supportive role in discussion.	Participates some of the time but requires prompting from time to time. Plays a positive role in discussion.	Participates only when prompted. Generally, plays a passive role in discussion.	Makes little or no effort at participation even when prompted. Plays a passive or even negative role in discussion.
Communication of Ideas	Ideas are clearly articulated at all times.	Ideas are articulated most of the time, with occasional lack of clarity.	Meaning is generally clear, but student sometimes struggles in articulating ideas.	Meaning is clear some of the time. Student frequently has difficulty in articulating ideas.	Student has serious difficulty in articulating ideas, and the meaning is often confusing.