Whose Global Governance? Power and Inequality in the International System since 1945

POLI 3005 (4 credits)

International Honors Program (IHP) International Relations: Global Governance, Human Security & Civil Society

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description
This course will provide an analysis of the system of global governance that has been constructed since the end of World War II, providing the context for understanding current trends toward nationalism and the fragmentation of multilateral institutions. Beginning with an introduction to Wilsonian liberalism, the course will allow students to explore the principles and power structures that led to the formation of the United Nations; the International Financial Institutions (IFIs) including the World Bank, IMF and WTO; and regional arrangements that emerged (Mercosur, OAS, EU, NATO, ECOWAS, African Union) alongside and in reaction to these global structures.

With this historical background, students will be able to better understand contemporary challenges to the system of global governance. The course will explore how the power structures and economic policies of international institutions have contributed to the resurgence of nationalism and identity movements, the rise of new economic powers (BRICS), and the role that regional organizations play in supplementing or subverting global governance. In addition to the study of formal institutions, this course will investigate how the legacy of colonialism has affected the development trajectories of former colonies and their representation in the global architecture. Students who complete the course successfully will develop a nuanced understanding of the successes and failures of the global governance system, the ways in which it perpetuates neocolonialism, and a deeper awareness of the contemporary social, political and economic challenges that existing institutions have thus far struggled to address.

Learning Outcomes
Upon completion of the course, students will be able to:

- **Identify** the ways in which power and interests shaped the creation of international organizations including the UN and IFIs;
- **Examine** how Cold War politics shaped and expanded regional agreements such as NATO, the EU and the OAS and assess the relevance of these institutions today;
- **Interpret** historical resistance to the neoliberal political and economic system, particularly from within the Global South and the Eastern bloc;
- **Recognize** the ways in which the system of global governance replicates colonial patterns of extraction and inequality;
• Analyze contemporary challenges to the global governance system provided by new economic powers (BRICS), as well as states and non-state actors who seek alternatives to the neoliberal approach.

Language of Instruction
This course is taught in English

Instructional Methods
SIT’s teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; “knowledge is created through the transformation of experience” (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Schedule
*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers’ availability, and to respect any changes that would affect student safety. Students will be notified if this occurs

SESSION SUMMARY

| 1. Origins of the Global Governance System (USA) |
| 2. Modernization and Dependence (BZ) |
| 3. The IMF, Structural Adjustment, and its Lessons (BZ) |
| 4. Rising Powers: Brazil and Latin American Regionalization (BZ) |
| 5. European Integration and Disintegration (FR) |
| 6. NATO and Military Cooperation (FR) |
| 7. Trade Policy and National Sovereignty (FR) |
| 8. Pan-Africanism, Anti-Colonialism and the African Union (SN) |
| 9. ECOWAS and Regionalization (SN) |
| 10. Responsibility to Protect: International and Regional Commitments (SN) |

Module 1: Washington, D.C., USA

This session focuses on the construction of the system of global governance that has been in place since the end of WWII, in particular the creation of the United Nations and Bretton Woods Institutions. Key lessons of this session include how these institutions were designed to maintain US hegemony and institutionalize neoliberal economic policy.
Module 2: Brazil

Session 1: Modernization and Dependence [147 pages]
Reviews the origins of Dependency Theory in Latin America as a response to the Modernization approach that dominated U.S. development policy. Focuses on Brazil's experimentation with Import-Substitution Industrialization and attempts to disengage from the global economy.

Required Reading:

Session 2: The IMF, Structural Adjustment, and its Lessons [107 pages]
Focuses on the IMF’s role in Latin American development, including the use of “conditionality” after the Latin American Debt Crisis, as well as reforms that have taken place in the IFIs since the more recent economic crises.

Required Reading:

Session 3: Rising Powers: Brazil and Latin American Regionalization [110 pages]
The role of Brazil as a regional hegemon is explored, including its attempt to have greater influence in international bodies (UNSC) and through increasing regionalization in Latin America, such as MERCOSUR, the OAS and as a member of the BRICS.

**Required Reading:**

**Module 3: France and Belgium**

**Session 1: European Integration and Disintegration** [111 pages]
This session reviews the historical underpinnings for the establishment of the European Union, as well as the current challenges undermining its unity, most prominently evident through Brexit.

**Required Reading:**

**Session 2: NATO and Military Cooperation** [104 pages]
In this session we explore the military alliance that was established at the beginning of the Cold War. Key questions addressed include the alliance’s purpose in the post-Cold War era and the Trump Administration’s critique of its continued relevance. Intro to RTTP assignment.

**Required Reading:**

Session 3: Trade Policy and National Sovereignty [100 pages]
The tensions between national sovereignty and neoliberalism within the global trading system are explored, using France’s position against the imports of GMO as a case study.

Required Reading:

Module 4: Senegal

Session 1: Pan-Africanism, Anti-Colonialism and the African Union [106 pages]
This session explores the institutionalization of Pan-Africanism, from the Organization of African Unity to the African Union.

Required Reading:

Session 2: ECOWAS and Regionalization [107 pages]
The role of ECOWAS in the West African region’s attempt to achieve greater “collective self-sufficiency” is explored, including Senegal’s leading role in economic and security cooperation.

Required Reading:
Session 3: Responsibility to Protect: International and Regional Commitments [140 pages]
The respective responsibilities of regional and international organizations to peacekeeping efforts are explored, along with the Responsibility to Protect doctrine. RTTP Simulation.

Required Reading:
McFall, Kelly (2019) The Game (pp. 56-69), Roles and Factions (pp. 70-75), and Core Texts (76-145) In The Needs of Others; Human Rights, International Organizations and Intervention in Rwanda, 1994. New York: Norton. [RTTP Simulation]

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Class Writing: At the beginning of class, you will be asked to define concepts and/or connect the assigned readings to larger themes expressed in site visits and lectures. This writing exercise is intended to assess reading comprehension. Each exercise will be no longer than 10 minutes. Assuming use in each class session, each writing assignment will be worth 2 points or 2% of the final grade.

Class writing will be graded based on the following scale:

2 points – Demonstrates understanding and application of course readings
1 point – Some familiarity with concepts but mistakes in meaning or application
0 points– Does not demonstrate understanding of assigned readings


Assessment criteria for this assignment include:
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<tr>
<th>Criterion</th>
<th>Standards</th>
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| **Responsiveness to Essay Prompts** | A – Strongly addresses topics, responds very effectively to all aspects of assignment.  
B – Clearly address topics, but may respond to some aspects more comprehensively or effectively than others.  
C – Adequately addresses the topics, but may often slight relevant and pertinent aspects.  
D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects.  
F – Suggests an inability to comprehend assignment, or to respond meaningfully to topics. |
| **Development, Evidence and Argumentation** | A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious; applies lessons from site visits, lectures and/or personal contacts without exotifying or essentializing research subjects.  
B – Shows good depth and complexity of thought; supports arguments with evidence  
C – May treat the topics simplistically or repetitively; doesn’t demonstrate sufficient analysis of data and/or experience.  
D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.  
F – Unfocused, illogical, incoherent or disorganized. |
| **Organization and Clarity of Expression** | A – Coherently organized, with clearly stated argument(s) consistently supported by strong reasons or examples; logical flow of paragraphs; free from grammatical and spelling errors  
B – Well organized and developed; identifiable argument; minimal spelling/grammatical errors  
C – Adequately organized and developed; weaknesses in writing mechanics or structural coherence  
D – Poorly organized and/or undeveloped; significant writing/grammar errors that impact clarity  
F – Undeveloped; poorly written. |
| **Research Quality** | A – Thoughtfully and analytically incorporates references to course material as well as outside research, site visits, and experiences; cites where appropriate using a consistent citation style  
B – Incorporates references and provides sufficient analysis.  
C – Partially includes references and provides very general analysis; may reflect a weak research effort.  
D – Partially includes references and doesn’t demonstrate sufficient analysis.  
F – Does not include any references; provides no analysis. |

Reacting to the Past (RTTP) – *The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994:* Reacting to the Past is a historical role-playing game. Students will take on the role of UN ambassadors, human rights organizations, journalists and public opinion leaders in recreating the decision-making processes at the United Nations in 1994 on how to address the violence in Rwanda. In Senegal, the classroom will become the setting of a UN Security Council meeting in which students will have to represent their assigned character. Students will be required to
submit one position paper (in France) prior to the simulation and participate in the simulation in Senegal by giving formal speeches, participating in informal debates, and casting their votes.

Assessment criteria for these assignments include:

<table>
<thead>
<tr>
<th>Position Paper</th>
<th>Simulation</th>
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<tbody>
<tr>
<td>A – Clearly articulates and accurately represents the assigned character’s position; well-written and well researched</td>
<td>A – Actively participates in all parts of the simulation; stays in character at all times; makes thoughtful policy statements when appropriate; explains final vote based on criteria relevant to the character</td>
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<tr>
<td>B – Represents the assigned character’s position and is well-written; may include only minor errors in accurately representing the policy position and/or minor spelling/grammar errors</td>
<td>B – Participates attentively in the simulation and is capable of explaining positions and votes</td>
</tr>
<tr>
<td>C – Provides a position statement but may include some errors in representing the assigned character’s position; poorly researched and/or poorly written</td>
<td>C – Misses participation opportunities; misrepresents the character’s position; occasionally falls out of character</td>
</tr>
<tr>
<td>D – Significant substantive errors representing the character’s position; writing errors that affect clarity of argumentation</td>
<td>D – Insufficient and/or inaccurate participation; has difficulty staying in character throughout simulation</td>
</tr>
<tr>
<td>F – Does not provide a position statement that represents the assigned character; does not reflect understanding of the assignment</td>
<td>F – Does not participate and/or detracts from the simulation</td>
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</table>

Engagement and participation (10%)

Course assignments are created to facilitate synthesis, but also critical evaluation of ideas. Dialogue in class about these critiques—the strengths and weaknesses of what we know—is essential. For this reason, your engagement and participation are required. As a learning community, please take responsibility for your role in this environment and come to class having read the required texts and ready to engage with others in a positive and thought-provoking manner. IHP is an experiential learning program: You have to show up to have the experience.

Participation includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.
Criteria for evaluation of student performance include attendance and participation in program activities. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the Program Director or Faculty. Absences impact academic performance, may impact grades, and if unexcused, could result in dismissal from the program.

Assessment

Class Writing 20% (approximately 2% per exercise)
IMF Policy Response Paper 25%
RTTP Position Paper 20%
RTTP Simulation 25%
Participation 10%

Late Assignments
SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (comparative projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an ‘F’ for the assignment.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>below 64</td>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
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Program Expectations

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
- **Ask questions in class.** Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
• **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
• **Respect differences of opinion** (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
• **Storing Your Work**: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
• **Content Considerations**: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
• **Classroom recording policy**: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.