Global Governance and International Organizations

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| **Credit level:**5 |
| **Length:** Semester 2 |
| **ECTS credit value:** 8 |
| **College and School:** Lazarski University in Warsaw, Faculty of Economics and Management |
| **Module Leader:** prof. Paweł Borkowski |
| **Host Course:** BA International Relations |
| **Pre-requisites:** N/A |
| **Co-requisites:**N/A |
| **Special features:**N/A |
| **Access restrictions:**N/A |
| **Summary of module content:** The module presents the variety of institutions engaged in the governance of late-Westphalian international order. After presenting the concept of global governance and logic of cooperation of different groups of actors in IR to solve global challenges the module focuses on three main categories of institutions. International organisations are presented in their variety of forms and functions, including United Nations, World Bank and Amnesty International, followed by other forms of cooperation that gather together public and private entities (G7 and World Economic Forum). The last part focuses on multinational corporations and civil society groups that shape global public opinion and influence world affairs. |

**Assessment Methods***.*

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| Rank | Assessment type | Assessment name | Weighting | Qualifying set (where the minimum mark required applies across multiple assessments) |
| 2 | Coursework | Policy Brief | 50 |  |
| 3 | In-class participation | Debate | 50 |

**Synoptic assessment**

N/A

**Learning outcomes**

By the end of the module the successful student will be able to:

1. Demonstrate a critical understanding the role of international organisations at both global and regional levels, particularly in the context of post-Cold War international security and governance.
2. Analyze how civil society can engage to influence international relations through NGOs structures and cognitive nets, pursuing socially important objectives like sustainable development and justice (related to SDG1: no poverty; SDG3: good health and well-being; SDG5: gender equality; SDG10: reduced inequalities; SDG13: climate action; SDG16: peace, justice and strong institutions)
3. Understand how public and private entities cooperate and compete to shape global governance, with attention to competing interests, cooperation, and the evolving structure of global authority.
4. Identify the roles and channels of influence of transnational companies, focusing on their geopolitical, economic, and regulatory roles at both global and regional levels.
5. Analyse and discuss the role of United Nations and UN specialised agencies and identify their strengths and weaknesses and limits to their influence.
6. Critically assess the motives and interests of states and other actors of IR and evaluate debates surrounding the evolution and effectiveness of global governance structures.

**Course outcomes the module contributes to:**

* L5.1 Detailed understanding of the contemporary agenda of global security and the key issues that have dominated International Relations in the post-Cold War era
* L5.3. An ability to critically identify the geopolitical dimensions of International Relations and key events into a broad narrative on post-Cold War politics.
* L5.4 An appreciation for the regional dynamics of International Relations, with specific focus on the politics of Europe, the Middle East, Asia and Africa.
* L5.5 An understanding of the varieties of approaches to understanding, constructing and interpreting the international system, especially through concepts and theories derived from the social sciences.
* L5.6 An understanding of the role of social science methodologies and political research skills in the research process, including the ability to use communication and information technology for the retrieval and presentation of information.

**Indicative syllabus content**

* The evolution of the international state system since 1815
* Globalization and global governance in XXIst century
* Typology of international institutions: structural and functional differences between international organizations and other structures of cooperation
* The role and evolution of United Nations and UN System
* Examples of international organization and governance structures from global and regional level – analysis of their form and activities
* Transnational actors and the role of transnational corporations on global and regional level
* Values and democracy and the structures of global governance
* Global problems and their proposed solutions – terrorism, climate change, migration and refugees, propaganda and misinformation

**Teaching and learning methods**

Students will take part in weekly seminar focusing on the horizontal issues – they will include theoretical background and legal aspect of International Organizations and other governance structures. The crucial global institutions like the United Nations, International Court of Justice and G7 will also be discussed during seminar. Workshops will serve as a platform to analyze chosen organizations and discuss different aspects of global corporations and their social responsibility.

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| Activity type | Category | Student learning and teaching hours\* |
| Lecture | Scheduled |  |
| Seminar | Scheduled | 45 |
| Tutorial | Scheduled |  |
| Project supervisor | Scheduled |  |
| Demonstration | Scheduled |  |
| Practical classes and workshops | Scheduled | 30 |
| Supervised time in studio/workshop | Scheduled |  |
| Fieldwork | Scheduled |  |
| External visits | Scheduled |  |
| Work based learning | Scheduled |  |
| Scheduled online learning | Scheduled |  |
| Other learning | Scheduled |  |
| Total scheduled |  | 75 |
| Placement | Placement |  |
| Independent study | Independent | 125 |
| Total student learning and teaching hours |  | 200 |

\*hours per activity type are indicative and subject to change.

**Assessment rationale: why has this assessment been used for this module?**

**Policy brief** (2000 words, 50%): it is to make a link between academic knowledge and communication skills. Briefs’ topics will be presented to the students in the first class, considering pressing international issues, reported by the media. They can have a form of policy recommendations, position taken by the actor of civil society, reporting institutional activities, etc. (LOs 2 and 6).

**In-class participation (debate):** it will take the form of a debate simulating a meeting of an international body. Its topic will be chosen by the teacher at the beginning of the semester after consultation with students who will play different roles in the debate. Their preliminary work will include preparing formal written statements and stakeholder input (students will form stakeholder delegations engaging in group work). They will also be involved in the process of organizing the final debate, its moderation and all other practical issues related to functioning in a multi-ethnic environment. The final debate imitating the meeting of the international body will engage all the students with topic chosen by teachers in consultation with the students each year and the roles distributed at the beginning of the semester. The student’s contribution to the debate, quality of arguments, and engagement will be assessed individually. The duration of the debate, including the remarks and feedback of the teacher, will be the length of one seminar class, which is around 3 hours. (LOs 1, 3, 4 and 5).

**Assessment criteria: what criteria will be used to assess my work on this module?**

**Policy brief** will be assessed based on the following criteria: (1) clarity and structure, (2) analytical depth and evidence, (3) relevance and practicality of recommendations, (4) writing quality.

**Debate:** Students’ participation in the debate will be assessed individually taking into account (1) the groundwork done in preparation for the actual debate, (2)performance during it. Written contributions (formal statements) will be assessed for (3) substance, clarity and form. Performance will be graded on the basis of (4) commitment, style and coherence in pursuing negotiation goals.

The assessments will examine to what extent the student has demonstrated ability to:

* Analyse the role of international organisations in shaping regional and global governance.
* Evaluate how civil society influences international relations through NGOs and advocacy networks.
* Assess how public and private actors compete and collaborate in global governance.
* Identify and explain the influence of transnational corporations in global and regional politics.
* Critically assess the strengths and limitations of the UN and its agencies.
* Debate the interests and motives of global actors in shaping governance structures.

**Sources**

**Primary Sources**

United Nations Charter

Covenant of the Legue of Nations

Statues of the UN specialised agencies

**Essential Readings**

Barnett M. N. (ed) *Global Governance in a World of Change*, Cambridge Univ. Press 2021

Karns, M.P., Mingst, K.A.Kandall W. Stiles, *International organizations. The Politics and process of global governance*, Lynne Rienner, Boulder 2015

Rittberger, V., Zangl B., Kruck, A., *International Organization*, 2nd edition, Palgrave Macmillan 2012.or 3rd edition 2019

**Recommended readings**

Dielic, M.-L., *Transnational governance. Institutional dynamics of regulation*, Cambridge University Press 2008.

Grigoryev L., Pabst A (eds.), Global Governance in Transformation: Challenges for International Cooperation, Axel Springer 2020

Linden, R.H., *Norms and nannies. The impact of international organizations on the Central and East European states*, Rowman & Littlefield 2004.

Nowicka, M., *Transnational professionals and their cosmopolitan universes*, Campus 2006

Reinalda, B., *History of international organizations: from 1815 to the present day*, Routledge 2009.