P0691u: International Organisations and Public Policy

Wilfrid Laurier University

Fall 2016

Instructor: Rianne Mahon
Lecture: TR 8:30-1130a.m.
Classroom: Room 127, BSIA
Email: rmahon@wlu.ca
Office Hours: Tuesdays 3-5p.m. (or by appointment)
Office: 316 Balsillie School

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.

Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Office (https://www.wlu.ca/accessible-learning/index.html) for information regarding its services and resources. Students are encouraged to review the Academic Calendar for information regarding all services available on campus.

Additional information on Foot Patrol, Counselling Services the WLUSU Food Bank can be found on the last page out this outline.
Course Description

Students of public policy are increasingly aware that the transnational flow of policy ideas, in which international organisations play an important part, cannot be ignored. This is as true for OECD countries as it is for the countries of Eastern and Central Europe and the Global South. At the same time, in international relations, both rational choice theorists and social constructivists have come to recognise that international organisations are not simply instruments of nation states. Rather what they do and how they ‘think’ is at least in part shaped by internal dynamics.

At the macro level, this course explores international organisations' contributions to the complex field of transnational or "global" governance and the instruments (both hard and soft) to which they have recourse. At the micro and meso-levels, it assesses the role international organisations play in the transnational diffusion of public policy ideas and “best practices.” It examines major international organisations such as the International Monetary Fund, the World Bank and the OECD, and then considers their role in the governance of key policy areas. Focusing on policy areas such as poverty reduction, migration, food and the environment, makes it easier to trace the relations of competition and cooperation into which they enter into with each other and with other actors, national and transnational.

Course Objectives

By the end of the course students should be able to:

1. Demonstrate knowledge of key global policy issues and processes;
2. Comprehend alternative theoretical approaches to the study of global policy and governance and use them to identify and explore new research problems
3. In written and oral work, frame questions and identify and assess possible solutions by using core concepts, theories and methods
4. Synthesise information from the scholarly literature and primary sources, including official documents produced by international organisations or resulting from major international conferences

5. Communicate ideas and arguments in a variety of written and oral media to audiences, both academic and non-academic

6. Recognise the advantages and disadvantages of various approaches used by political scientists and other social scientists to make sense of global policy issues and processes

7. Describe how political science can - and cannot - adequately contribute to the understanding of various global problems

8. Improve the development of organisational, time management, research and analytical skills through independent and group work

**Required Text**

Most of the readings can be accessed online via the library’s electronic journal database. Websites for a few readings are listed and I will post several others on our course site. The required readings not available on line have been placed on reserve at the main library.

Compulsory readings are marked with a single asterisk.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>ongoing</td>
<td>50%</td>
</tr>
<tr>
<td>First written paper</td>
<td>20 October</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>8 December</td>
<td>25%</td>
</tr>
</tbody>
</table>
Seminar Participation

The course follows a seminar format, with students expected to come to class prepared to discuss the assigned readings. Students will occasionally be asked to initiate discussion of one or more of these readings, identifying the key issues for discussion and reflecting on the arguments made in ways that bring out the connection to readings and themes discussed in previous classes as well as those assigned for that week. It is important to try to situate any particular text, and the issues it raises, as a development of the broader themes that run through, and define, this course. This is a combined graduate-undergraduate class, with one extra required reading for the graduate students each week. You will be expected to volunteer to provide a concise summary of one of these readings so that the undergraduate participants are aware of the core points.

As you can assume that the other participants have read the material, you should keep your initial presentation to no more than 10 minutes. No one will be penalised for being on the quiet side but informed and inspired participation on a regular basis and incisive presentations of the readings you have been assigned, could help raise your final grade.

First Assignment:

The first written assignment is a short paper (no more than 2000 words) in which you outline your proposal for the longer paper. It involves a preliminary review of the relevant literature on the topic you plan on which you plan to write your final paper and then to write a short paper describing your proposed research, setting it in relation to the literature you have reviewed and showing how it relates to one of the core themes or ideas covered in this course. It is important to consult with me early about your topic. I can help you to identify useful sources and to develop a clear focus for the paper. This assignment is due 20 October 2016.

Final Assignment:

For your main assignment you have several options. You can write an academic paper of approximately 4000 words, which engages with the theoretical debates explored in this course but uses these ideas to explore a particular issue. You can develop a research proposal that
provides an initial exploration of the question you want to examine, and based on this, develop a proposal for further study. Finally, you can write a policy brief for a government department, an NGO, or an international organisation. At the end of the course outline I provide material designed to help should you choose this option. Whichever option you choose, I expect to see an engagement with at least some of the literature dealt with in this course as well as material you have found through your own research. The list of supplementary readings for each week is provided to help get you started. The essay is due December 8. Further details will be given in class.

Course Policies

Academic Misconduct and the Need for Academic Integrity:

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism Academic Dishonesty as well as the associated penalties which can be severe. Plagiarism: According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found at https://students.wlu.ca/academics/academic-integrity/index.html. Should you have any questions about these issues please feel free to discuss them with me. Collaboration: all of the work produced by students needs to be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas be written independently.

Submission:
Please submit your papers to me electronically at rmahon@wlu.ca using Word rather than a pdf so that I can make my comments on the text.

**Late Penalties**

I do accept late papers but an extension must be requested in advance. If papers come in very late, I may grade them, but am under no obligation to provide comments.

**Communication:**

An active WLU e-mail account is required as a means of communication. Please ensure that your account is active and check it regularly. I encourage students to come and see me in office hours with specific questions or more general issues. If you require clarification on any aspect of the course please arrange to see me. Please feel free to set up a meeting outside of regular office hours.

**Accommodations:**

Accommodations, including for emergencies, serious illness or religious observances will be made for both class attendance and written work. Documentation may be required. Where possible – such as in the case of religious observances - it is expected that I be notified in advance. Should you feel uncomfortable discussing the need for accommodation with me directly please feel free to contact accessible learning to discuss your situation.

**University Resources**

The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.
Lecture Outline and Required Readings

Required Readings:
It is important that you do the required readings for each week. I have also provided a list of supplementary readings. You are not required to do these. They are there simply to help you to delve deeper into that topic should you decide to focus on it for your paper.

Weekly Schedule:

Week 1: **Introduction** (8 September)
- No required readings

**Part 1: International Organisations and Global Governance**

Week 2: **International Organisations as Organisations** (15 September)


Week 3: International Organisations and Global Governance: Theory (22 September)


- Diane Stone (2008) ‘Global Public Policy, Transnational Policy Communities and the Networks’ Policy Studies 36 (1)

Plus one of the following:


Week 4: International Organisations: Governing Instruments (29 September)


Part 2 – International Organisations: Some Key Examples

Week 5: The UN System (6 October)


Week 6: The World Bank (20 October)

• Kate Bedford (2009) *Developing partnerships: gender, sexuality and the ‘reformed’ World Bank* U of Minnesota Press *Intro only*


**Week 7: The OECD (27 October)**


- J. C. Sharman (2012) ‘Seeing like the OECD on Tax’ *New Political Economy* 17(1)


Part III – Global Issues

Week 8: Poverty Reduction: Millennium Development Goals (2 November)

• Sakiko Fukuda-Parr and David Hulme ((2011) ‘International Norm Dynamics and the “End of Poverty” and the Millennium Development Goals’ Global Governance 17(1)


• Naila Kabeer (2015) ‘Women/MDGs: Tracking the gender politics of the MDGs. Struggles for interpretive power in the international development agenda’ Third World Quarterly 36(2)

Git Sen and Avanti Mukherjee (2014) ‘No empowerment without rights; no rights without empowerment: Gender equality, the MDGs and the post-2015 Development Agenda’ Journal of Human Development and Capabilities 15(2-3)

David Hulme and James Scott (2010) ‘The political economy of the MDGs: Retrospect and Prospect for the world’s biggest promise’ New Political Economy 15(2)


For some readings on the broader topic:


Week 9 – **Migration** (10 November)


Jean Grugel and Nicola Piper (2011) ‘Global governance, economic migration and the difficulties of social activism’ International Sociology 26


Alexander Betts and Gil Loescher eds. Refugees in International Relations Oxford University Press

Rianne Mahon and Sonya Michel (forthcoming) ‘Not in Focus: Migrant women caregivers as seen by the ILO and the OECD’

Week 10: **Health: The Ebola Crisis** (17 November)


- Adam Kamradt-Scott (2016) ‘WHO’s to blame? The WHO and the 2011 Ebola outbreak in West Africa’ *Third World Quarterly* 37(3)

- Sophie Harman (2016) ‘Ebola, gender and the conspicuous invisibility of women in global health governance’ *Third World Quarterly* 37(3)


Clare Wenham (2016) ‘Ebola responsibility: moving from shared to multiple responsibilities’ *Third World Quarterly* 37(3)

For some additional readings in global health governance see:


Week 11: Food (24 November)


- Matias Margulis (2014) ‘Trading out the global food crises? The WTO and the geopolitics of food security’ Geopolitics 19(2)


  Matias Margulis ‘The regime complex for food security: Implications for the global hunger challenge’ Global Governance 19(1)


  Philip McMichael and Mindi Schneider (2011) ‘Food security politics and the MDGs’ Third World Quarterly 32(1)


**Week 12: The Environment: Climate Change** (7 December)


N. Betsill, N. Dubash, M. Paterson, H. Van Assell, A. Vihma, H. Winkler,(2015) ‘Building productive links between the UNFCC and the Broader Climate Governance Landscape’ *Global Environmental Politics* 15(2)


Jonathan Kuyper and Karin Bäckstrand (2016) ‘Accountable representation: Non-state actors in UN Climate Diplomacy *Global Environmental Politics* 16(2)

David Ciplet (2014) ‘Contesting Climate Injustice: Transnational advocacy struggles for rights in UN Climate Politics’ *Global Environmental Politics* 14(4)

Michael Hanegraff (2015) ‘Transnational advocacy over time: Business and NGO Mobilization at UN Summits’ *Global Environmental Politics* 15(1)

**Policy Brief Assignment: Detailed Instructions**

For further reference see webpage of Dr. Kellee Tsai of Johns Hopkins University at [www.nrsp.org/pdfs/resources/CPG/20_Policy%20Brief%20Guidelines.pdf](http://www.nrsp.org/pdfs/resources/CPG/20_Policy%20Brief%20Guidelines.pdf). This overview is based on information provided by Kellee Tsai and by Emmy Misser of WLU Writing Centre.

**Writing Policy Briefs: General Tips**

1. Unlike a research paper, the focus for a policy brief is on providing argumentation, not background information.

2. Always write with the audience in mind. Tailor the brief to a specific target audience or a specified general audience. Make it clear in the brief to whom you are writing and why.

3. The policy brief lays out a rationale for the importance of focusing on a particular policy problem and for selecting a particular course of action within a current policy debate. The aim
is to convince the target or general audience of the urgency of the current policy problem and the need to adopt the preferred course of action you are recommending.

4. Unlike in a research paper, the reader should not have to wait until the end of the paper to discover the conclusion. Rather, in the policy brief, the conclusion (i.e. the policy recommendation and rationale for it) is noted upfront. The policy brief provides the argument and conclusion upfront in the Executive Summary and then proceeds to outline the rationale for the decision in the body of the brief.

5. Unlike a research paper, in which the writer has the time to provide subtlety and depth to the arguments, the policy brief is written with the recognition that time is often ‘of the essence’ for the reader. The brief thus requires succinctness in writing, clear organization, an economization of language and using accessible language that is free from specialized language, and expediency in making clear the arguments.

6. The policy brief is written for high impact. Any information provided should be provided with the purpose of convincing the reader of the argument.

Components of the Policy Brief:
The policy brief should consist of the following sections:

1. **Cover page:** The cover page of your policy brief should state the topic you are addressing and the group for whom you are writing the brief.

2. **Executive Summary:** an Executive Summary of roughly 200 words giving an overview of the key points in your brief, including a statement of the policy problem, rationale for its importance, and your policy recommendations.

3. **Body of Brief:**

   a. **Statement of Issue or Policy Problem:** Explain the policy problem in more detail and provide an explanation for justifying the urgency of addressing the problem

   b. **Background Context or Background Information:** This section should provide the reader with any relevant background information that helps explain the reasons or causes for the emergence of the policy problem, the relevant actors or factors under consideration, and information, which is necessary for assessing possible solutions. At all times, it should be clear to the reader exactly how the information provided relates to the overall argument regarding the nature of the policy problem and recommendations.
c. **Statement of Organization (or Position taken):** A statement of the *interests* in this policy area of the group for whom you’re writing the brief, and/or the group’s *preferred outcomes*. Explain the particular perspective or rationale of the position taken.

d. **Pre-existing Policies:** This section should provide an overview of the *existing policies* relating to your topic. You should pay particular attention to policies that constrain the range of action relating to your group’s interests/preferred outcomes or to the perspective adopted.

e. **Policy Options:** This section should discuss and compare the alternative policy options available (about 3 different options).

f. **Advantages and Disadvantages of Each Policy Option:** This section should provide an analysis of the various policy options and make a case for the recommended course of action than the others discussed in the brief.

5. **Sources Consulted:** provide a list of sources used in the research and writing of the brief. Only include references that have been cited in the brief. If there are background briefs or legal decisions, which provide useful background context information, they should also be noted in the body of the brief.

---

**On behalf of WLUSU** *(wlusu.com)*

**Foot Patrol Walk Home Service:**

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

**Counselling Services and Peer Help Line:**

1.886.281.PEER x7337
Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.

Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at wlusu.com under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.