

DRAFT

Boston University Geneva Program

Global Governance, Economic Development and Human Rights
CAS IR 421/GRS IR 621

Summer 2022
May 25-June 24

Instructor: Ambassador Mark C. Storella
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Course Summary

Humanity confronts a series of global challenges that no single nation can solve. From human rights to climate change, pandemics to humanitarian crises, development to migration – modern challenges require global responses. Through a complex and dynamic process, a multitude of public, private, and civil society actors with different, and sometimes conflicting, interests work to address these common issues. Many of the key institutions and fora in this process are based in Geneva, a hub of UN technical agencies and programs and independent humanitarian and nongovernmental organizations focused on global challenges.

This course critically examines contemporary global governance structures and efforts with a particular focus on human rights, health, humanitarian issues, the environment and development. Students will gain a deeper understanding of the many different roles that states, inter-governmental organizations, and non-governmental organizations play on these critical governance issues in the early parts of the 21st Century.

This course is designed for students specializing in international relations, public health, migration, human rights, development studies and other related fields. It draws on the unparalleled resources of Geneva as a hub of global politics and policy-making. It combines rigorous coursework and extensive in-class discussions with field trips to the offices of inter-governmental organizations and non-governmental organizations working on key global issues as well as topical presentations by professionals working in international affairs.

Course Objectives

The course addresses three specific learning objectives. By the end of the course:

Learning Objective 1: Students will be able to examine critically the historical development of the global governance system

Learning Objective 2: Students will have gained a foundational knowledge about the United Nations system and roles played by international organizations

Learning Objective 3: Students will have acquired an in-depth understanding of international efforts to address emerging global challenges

The instructor will evaluate the progress of each student based on the insightfulness of students' questions and answers during class meetings and field visits to international organizations, the quality of the students' take-home essay, and the quality of the final product and performance during the oral presentations of the group project.

Instructional Format, Course Materials and Courseware

The course consists of a combination of lectures and class discussions where all students must be prepared to answer questions and engage in informed debate. It is critical that students have read all of the assigned readings before each class to avoid falling behind in the course as well as to ensure meaningful class discussion. In addition, the course includes visits to international organization where representatives of those organizations will discuss how those organizations operate and fit within the global governance system. Finally, students will carry out a course-long group-based project.

There is one required book for the course and the students must ensure that they get a copy of the book before traveling to Geneva.

- Thomas Hale, David Held and Kevin Young. 2013. *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity.

In addition, the course uses several shorter readings in the form of articles and book chapters. The course uses Blackboard Learn (<https://learn.bu.edu>). The syllabus is under Course Information and all additional readings in addition to the required textbook are posted under Course Documents.

Attendance and Assignments

Students must attend all classes unless they have an exigent reason for absence. In such cases, they must inform the instructor in advance and receive permission for absence. Regular attendance, active and productive class participation, and timely submission of assignments are critical to success in the course, especially given the compressed format of this course. There will be a penalty for irregular attendance and late submissions. Course elements are weighted as follows:

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| <input checked="" type="checkbox"/> • Class Participation | 25 points |
| <input checked="" type="checkbox"/> • Individual Take-Home Essay | 30 points |
| <input checked="" type="checkbox"/> • Group Research Project | 45 points |

TOTAL

100 points

Students are required to complete one individual and one collective assignment in addition to active class participation.

Instructor

Ambassador Mark C. Storella (ret.) spent over three decades as a U.S. diplomat with a strong focus on human rights, humanitarian affairs, and global health. Ambassador Storella served as the senior career American diplomat accredited to UN agencies in Geneva from 2006-2009. He was the first U.S. representative to the UN Human Rights Council, worked with then UN High Commissioner for Refugees Antonio Guterres on UN reform issues and managed U.S. engagement with the World Health Organization on the 2009 H1N1 swine flu epidemic. A former Ambassador to Zambia, Storella also served as Deputy Assistant Secretary of State for Population, Refugees and Migration where he oversaw the U.S. refugee admission program and U.S. humanitarian assistance for Asia and the Middle East. Ambassador Storella also served as the Dean of the State Department's leadership and management school.

CLASS PARTICIPATION (25 points)

Active student participation is critical to the course. Students should come to each class well prepared to engage in discussion and will be called upon to speak their minds. It is also essential that students participate actively in all field trips and interactions with professionals in the various international organizations with which the class engages.

INDIVIDUAL TAKE-HOME ESSAY (30 points)

Students will write an individual essay analyzing the current state of global governance and long-standing efforts to reform central institutions. The instructor will hand out more detailed essay instructions in class #1.

GROUP RESEARCH PROJECT 45 points)

Students will partake in a course-long group research project related to global equity in human rights, health, humanitarian issues, and sustainable development with a focus on global governance challenges. The project will use the global response to the COVID pandemic as a focus and integrate human rights, equity and sustainable development issues to propose a set of specific actions across international agencies to provide a coherent and equitable international response. The instructor will provide further instructions for the research project in class #1.

Readings and Academic Honesty

The *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, even if not exact quotes, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism.

Using the Internet for research is encouraged, but you must not plagiarize. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the performance of others, and other forms of academic misconduct are serious offenses. As a rule, if you have any doubts, give credit to the source; if you have any questions, talk to the instructor. Refer to the Academic Conduct Code, which will be strictly enforced:
<http://www.bu.edu/academics/policies/academic-conductcode>.

Course Schedule

Class 1: Wednesday, May 25 – The Global Agenda and Course Organization

- Pandemic
- Climate
- Migration and Humanitarian Affairs
- Human Rights
- Economic Development

- Course Structure, assignments, class participation, expectations of respect for others

Class 2: Thursday, May 26 – What is Global Governance?

- Thomas Hale, David Held and Kevin Young. 2013. *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity, Pp. 1-48.
- Thomas G. Weiss. 2013. *Global Governance: Why? What? Whither?* Cambridge: Polity, Pp. 1-44 (Blackboard).
- Björn-Ola Linnér And Henrik Selin. 2013. The United Nations Conference On Sustainable Development: 40 Years In The Making. *Environment And Planning C: Government & Policy* 31(6): 971-987 (Blackboard).
- United Nations Economic And Social Council. 2019. Special Edition: Progress Towards The Sustainable Development Goals – Report Of The Secretary General. New York/Geneva: Ecosoc (Blackboard).
- United Nations: [Http://Www.Un.Org/En/Sections/What-We-Do/Promote-Sustainabledevelopment/Index.Html](http://Www.Un.Org/En/Sections/What-We-Do/Promote-Sustainabledevelopment/Index.Html)
- Millennium Development Goals (MDGs): [Http://Www.Un.Org/Millenniumgoals](http://Www.Un.Org/Millenniumgoals)
- Sustainable Development Goals (SDGs):
[Https://Sustainabledevelopment.Un.Org/Topics/Sustainabledevelopmentgoals](https://Sustainabledevelopment.Un.Org/Topics/Sustainabledevelopmentgoals)

Class 3: Monday, May 30 – The United Nations

- The UN Charter
- Thomas Hale, David Held and Kevin Young. 2013. *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity, pp. 49-112.

- Emilie Hafner-Burton. 2013. Chapter 1: The Problem of Human Rights. *Making Human Rights A Reality*. Princeton: Princeton University Press, Pp. 1-17 (Blackboard)
- United Nations: <https://www.UN.Org>
- Council On Foreign Relations: <http://www.Cfr.Org/Human-Rights/Global-Humanrights-Regime/P27450>

Class 4: Tuesday, May 31 – Pandemic and Global Health

- WORLD HEALTH ORGANIZATION: Constitution -- https://www.who.int/governance/eb/who_constitution_en.pdf
- Kickbusch, Ilona and Roskam, Ellen, “Introduction: The Art and Practice of Conducting Global Health Negotiations in the 21st Century, in Roskam and Kickbush, pp 1-6
- Review WHO Website on the WHO Health Emergencies Programme <https://www.who.int/westernpacific/about/how-we-work/programmes/who-health-emergencies-programme>
- Johns Hopkins Bloomberg School of Public Health, “WHO’s Role During Health Emergencies,” March 23, 2020 <https://www.centerforhealthsecurity.org/resources/COVID-19/COVID-19-fact-sheets/200129-WHOsRole-factsheet.pdf>
- Katz, Rebecca, Kornblat, Sarah, Grace Arnold, Eric Lief and Julie Fischer, “Defining Health Diplomacy: Changing Demands in the Era of Globalization,” *The Milbank Quarterly*, September 21, 2011 <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1468-0009.2011.00637.x>
- UNGA Resolution 63/33, Global health and foreign policy, November 26, 2008 <https://undocs.org/en/A/RES/63/33>
- “Coronavirus Update: Celine Gounder, “Fatalism is the Greatest Threat to Public Health”, CSIS Podcast , January 26, 2021 <https://www.csis.org/node/59616>

Class 5: Wednesday, June 1 – Global Health Equity – Access and Benefit Sharing

- EU WHO Reform Proposal Nonpaper, pages 2, 3 and 5 <http://g2h2.org/wp-content/uploads/2020/08/Non-paper-1.pdf>
- UN Security Council Resolution 3532 on COVID-19 [https://undocs.org/en/S/RES/2532\(2020\)](https://undocs.org/en/S/RES/2532(2020))
- International Health Regulations <file:///C:/Users/mcs32/iCloudDrive/BU%20Pardee%20School/BU%20Courses/Global%20Health%20Diplomacy%20Course/Reference%20Documents/International%20Health%20Regulations%20of%202005.pdf>
- Nikogosian, Haik and Kickbusch, Ilona, “The Case for an International Pandemic Treaty,,” *British Medical Journal*, February 25, 2021 <https://www.bmj.com/content/372/bmj.n527>
- McPhillips, “Gates Foundation Donations to WHO Nearly Match Those from the U.S.,” *USNews*, May 29, 2020

<https://www.usnews.com/news/articles/2020-05-29/gates-foundation-donations-to-who-nearly-match-those-from-us-government>

- Belluz, Julia, “The Media Loves the Gates Foundation. These Experts are More Skeptical,” Vox, June 10, 2015
<https://www.vox.com/2015/6/10/8760199/gates-foundation-criticism>
- Lange, John, Negotiating Issues related to Pandemic Influenza Preparedness: “The Sharing of Influenza Viruses and Access to Vaccines and other Benefits,” in Roskam and Kickbush.

Class 6: Thursday, June 2 – Global Health Architecture

Field Trip to the World Health Organization*

- WHO: <http://www.who.int/en/>

Field Trip to Gavi

- Devi Sridhar and Ngaire Woods. 2013. Trojan Multilateralism: Global Cooperation in Health. *Global Policy* 4(4): 325-335 (Blackboard).
- Gavi, The Vaccine Alliance: <http://www.gavi.org>
- GAVI (The Global Vaccine Alliance), “COVAX Explained,,” GAVI website
<https://www.gavi.org/vaccineswork/covax-explained>

Class 7: Friday, June 3 – The Role of Nongovernmental Organizations (NGOs)

Field Trip to ICVA

Class 8: Monday, June 6 – Human Rights

- Emilie Hafner-Burton. 2013. Chapter 4: The International Legal System and Chapter 12: Making More of Law and Power. *Making Human Rights A Reality*. Princeton: Princeton University Press, pp. 41-66 and 193-197 (Blackboard)
- United Nations Human Rights: <http://www.un.org/en/sections/what-wedo/protect-human-rights/index.html>
- OHCHR: <http://www.ohchr.org>
- HRC: <http://www.ohchr.org/en/hrbodies/hrc/pages/hrcindex.aspx>

Class 9: Tuesday, June 7 – Human Rights Continued

Field Trip to the UN Human Rights Council

Class 10: Wednesday, June 8 – What does a Mission to the UN Do?

Field Trip to the U.S, Permanent Mission to the United Nations in Geneva

- <https://geneva.usmission.gov/>

Class 11: Thursday, June 9 – Migration and Humanitarian Crises

- Emilie Hafner-Burton. 2013. Chapter 4: The International Legal System and Chapter 12: Making More of Law and Power. *Making Human Rights A Reality*. Princeton: Princeton University Press, pp. 41-66 and 193-197 (Blackboard)
- United Nations Human Rights: <http://www.un.org/en/sections/what-wedo/protect-human-rights/index.html>
- OHCHR: <http://www.ohchr.org>
- HRC: <http://www.ohchr.org/en/hrbodies/hrc/pages/hrcindex.aspx>

Class 12: Monday, June 13 – UN Field Operations for Human Rights

Field Trip to Office of the High Commissioner for Human Rights

- <https://www.ohchr.org/EN/pages/home.aspx>

Class 13: Tuesday, June 14 – Trends in Global Migration

Field Trip to the International Organization for Migration

Class 14: Wednesday, June 15 – Global Environmental Governance

- Thomas Hale, David Held and Kevin Young. 2013. *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity, pp. 189-272.
- Henrik Selin And Stacy D. Vandever. 2019. Global Climate Change Governance: The Long Road to Paris. In N. J. Vig and Michael G. Kraft (Eds.) *Environmental Policy: New Directions for the Twenty-First Century*. Washington D.C.: CQ Press, pp 288-310 (Blackboard).
- Jen Iris Allan. 2019. Dangerous Incrementalism of the Paris Agreement. *Global Environmental Politics* 19(1): 4-11 (Blackboard).
- UNEP. 2012. *Global Environmental Outlook 5: Summary For Policy Makers*. Nairobi: UNEP (Blackboard).
- United Nations Environment Programme: <http://www.unep.org>

Class 15: Thursday, June 16 – Climate Change and Environment GNOs

Field Trip to the International Environment House

- Geneva Environment Network: <http://www.environmenthouse.ch>

Class 16: Monday, June 20 – Humanitarianism

Field Trip to the International Committee of the Red Cross

- Martha Finnemore. 1999. The Rules of War and the War of Rules: The International Red Cross and the Restraint of State Violence. In J. Boli and G. M. Thomas (Eds.) *Constructing World Culture*. Stanford: Stanford University Press, pp.149-165 (Blackboard).
- International Committee of the Red Cross: <http://www.icrc.org/eng/>

Class 17: Tuesday, June 21 -- Global Economic Governance

- Thomas Hale, David Held and Kevin Young. 2013. *Gridlock: Why Global Cooperation Is Failing When We Need It Most*. Cambridge: Polity, Pp. 113-188.
- Martin Walker. 2007. Globalization 3.0. *Wilson Quarterly* 31(4): 16-24 (Blackboard).
- International Monetary Fund: <Http://Www.Imf.Org>
- The World Bank: <Http://Www.Worldbank.Org>

Class 18: Wednesday, June 22 – Global Trade and Development

Field Trip to the World Trade Organization

- The World Trade Organization: <Http://Www.Wto.Org>
- WTO History: <Http://Www.Youtube.Com/Watch?V=1xp75egtvi8>

Class 19: Thursday, June 23 – Class Project Presentations

Class 20: Friday, June 24 – Class Project Presentations

* All field trips are illustrative and may change at any stage.