

**Institute on Globalization & the Human Condition
McMaster University (Fall 2022)**

**Dr. Olga Skarlato, skarlato@mcmaster.ca
Monday, 11:30 am - 2:20 pm
Room: LRW 3001**

**GLOBALST 718
Global Actors Beyond the State: Methods and Cases**

Office Hours: by appointment

Land Acknowledgement

While meeting for this course, we recognize and acknowledge our presence on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish With One Spoon” Wampum agreement. This acknowledgement gives rise to a commitment to honour treaties and work toward decolonization and establishment of just relationships.

Course Description

This course introduces students to key concepts, ideas and dilemmas related to the roles and functioning of global non-state actors in today’s globalizing world. We will examine the ways that international non-state actors respond to, engage with, and challenge the state. This interdisciplinary course draws on methods, theories and approaches from political science, peace and conflict resolution studies, globalization studies, and the study of international institutions and actors to highlight the significance, challenges, and opportunities of non-state actors in today’s world. The topics of this course will explore social engagement, social affiliations, and forms of connectivity beyond the nation-state and will focus on the issues of governance, resiliency, social movements, and pursuing social justice and human rights in the global context.

Course Objectives

This course aims to:

- Provide an opportunity for critical analysis and discussion of global non state actors, and to address the methods, scope, relevance, fundamental concepts, and current debates and dilemmas of this subject.
- Expose students to the interdisciplinary approach to the study of global actors with the focus on the methods and specific case studies. This topic draws on several academic disciplines including but not limited to: Sociology, Political Science, Peace and Conflict Studies, Ecology, as well as International Law and Policymaking. We will attempt to discover the connections between these disciplines that are relevant for exploring the roles and significance of global actors in today’s globalized world.
- Apply critical thinking in the analysis of political, economic, social, environmental, and other aspects of globalization and their impacts on global non-state actors.
- Examine the challenges that globalization poses for the development and promotion of international cooperation and global policymaking.
- Highlight directions for future research and practice in the study of global non-state actors.

Course Format

Active learning instructional strategies will be used to engage with the course material, promote academic knowledge acquisition, encourage interdisciplinary understanding, as well as practice individual and collective reflexivity. This course takes the form of a seminar. In addition to discussing theoretical and practical considerations pertaining to the weekly study topics, we will discuss current events and news stories relevant to the course, complete small group exercises that challenge students to apply theory to practice and engage in small group discussions and analysis.

The class will meet once a week in person for two-hour seminars. The third hour I will be available for individual consultation. The seminars will highlight key concepts and arguments of the readings along with other related information. Participatory action learning methods will be used to supplement the instruction. We will aim to include group discussions and active learning strategies based on a set of weekly discussion questions. Please also dedicate some time during the week to learn about the current news and come to class prepared to share a news story on the topic of the day.

Required Readings

Keck, Margaret E., and Kathryn Sikkink (1998). *Activists Beyond Borders*. Ithaca: Cornell University Press. (Online text available at McMaster Library)

Avant, Deborah, Martha Finnemore, and Susan Sell. (2010). *Who Governs the Globe?* Cambridge University Press. (Online text available at McMaster Library)

Berbergolu, Berch, ed. (2019) *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Palgrave Macmillan. (Available online)

All materials not found in the three books listed above or found at links listed in the syllabus will be uploaded by the instructor to the A2L or it will be required that the students download individual articles independently from online journal sources free of charge via McMaster Library.

Assignments

Mark Breakdown

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| <ol style="list-style-type: none">1. Seminar participation - 20%2. Seminar discussion facilitator - 20%3. Research proposal and annotated bibliography - 10%4. Research paper presentation - 10%5. Research paper - 40% |
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Seminar discussion facilitator (20%)**Weeks 3-10**

Each student will facilitate a part of the seminar during weeks 3-10. The students can use the required readings for this assignment, and they are also required to locate two credible resources outside the required readings that cover the topic of the day that they have been assigned. The students should prepare PowerPoint discussion notes and critical analysis questions and facilitate the discussion on the topic of the day. It is optional, but encouraged to put together and share with the students and the instructor a one-page summary of the key points and the list of resources used in the presentation.

Research proposal and annotated bibliography (10%)**Due: week 4, October 3**

The key assignment of this course is a major research paper. The first part of this assignment includes a 2 page long (500 words, double-spaced) research proposal. The research proposal will include the topic of the research paper, the rationale for the research paper, the key themes and points that will be covered in the paper and the preliminary list of peer-reviewed academic and other credible resources. In addition to the 2-page research proposal, it is also required to put together and submit an annotated bibliography of 5 peer-reviewed resources that will be used in your research paper. The annotated bibliography should not exceed 3 double-spaced pages.

Research Paper (40%)**Due: Thursday, December 1**

The students are required to write a research paper of 3000-3250 words on a topic of their choice that is relevant to the study of global actors beyond the state. The topic should be developed with the consultation with the course instructor.

- A minimum of 8 peer-reviewed academic resources are required for this paper. Other credible resources can also be used to research and write the paper, but they are not to be a substitute for the peer-reviewed academic resources.
- It is required to follow an APA referencing style in this assignment.
- The research paper has to be submitted electronically on A2L.
- The paper should be double-spaced and written in size 12 font.

Research Paper Presentation (10%)**Due: weeks 11-12, Nov 28 and Dec 5**

Each student will create a poster, a pamphlet, a PowerPoint presentation or a video for educational purposes presenting their research. The purpose of this product is to offer a comprehensive summary of the research essay, and to create awareness about the topic of the research. That is, the main product of the project will be an educational piece that can be presented outside the classroom in order to inform and educate others on a specific research issue. Clarity, accuracy, effectiveness of communication and quality of the product will all be considered.

Research project presentations will take place during weeks 11 and 12 of class. Each student will have 5 minutes to present their material and there will be 5 minutes for questions and answers.

Seminar Participation (20%)

Weeks 1-12

Students are expected to attend weekly seminars and actively participate in class discussions. You will be marked on how well your comments reflect an engagement with the course material, not merely on how often you speak. Attendance is mandatory and will be considered in the participation grade as it is necessary to attend the class to be able to participate in it.

Moreover, students are expected to come to each class prepared to share a short news story on the topic of the day.

Instructions and policies on Assignments

- Assignments are to be submitted electronically on Avenue to Learn.
- APA referencing style is required in this course.
- Late assignments will be penalized at a rate of one grade fragment for every day or part day late, including weekend days (a grade fragment is the interval between A+ and A; A and A-, etc.). It is under the instructor's discretion to accept papers submitted more than one week late.
- 5% will be deducted from the grades of the research proposal and the research paper for every 100 words in excess of the prescribed limit or below the prescribed limit.
- You must retain copies of all work submitted, both in hard copy and digital form. As you work on your assignment, please back-up computer files on a regular basis because neglecting to perform backing up is not an acceptable reason for failing to hand in your work on time.
- Unless extreme circumstances arise, no extensions will be given after the deadline of an assignment.
- If a student has a legitimate medical or compassionate reason for not being able to submit an assignment on time, they must contact me *as soon as possible*. Once I have been made aware of the situation, I can take steps to help you stay on track in the course and to ensure that you are not unduly penalized.

COURSE POLICIES

Grades

Grades are based on the McMaster University grading scale as illustrated below.

90-100	A+	63-66	C
85-90	A	60-62	C-
80-84	A-	57-59	D+
77-79	B+	53-56	D
73-76	B	50-52	D-
70-72	B-	0-49	F
67-69	C+		

Absences, Missed Work, Illness

Please inform me of any absences or problems with the course via email.

Courses with an Online Element

This course will be using online technologies, including Avenue to Learn, e-mail, and possibly Zoom. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, www.mcmaster.ca/senate/academic/ac_integrity.html

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the Code of Students Rights & Responsibilities (the "Code"; <https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities>). All students share responsibilities of maintaining a positive environment for the academic and personal growth of the McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning rooms. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviors that interfere with university functions on online platforms (e.g., use of Avenue2Learn, WebEx, or Zoom for delivery) will be taken very seriously and will be investigated. Outcomes may include restrictions or removal of the involved students' access to these platforms.

Faculty of Social Sciences Email Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Etiquette

In this course we value integrity, inclusiveness, and teamwork, and we will emphasize the values of mutual respect, dignity, and responsibility. Please be kind to each other, and patient. I am always happy to assist you in the course-related matters.

Course Communication

I reply to emails on weekdays between 8:30 am and 4:30 pm, and I reply to all emails within 48 hours. If you haven't heard back from me within 48 hours, it means that I did not receive your email, so please email again.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the students to check their McMaster email and A2L weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labor disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, please consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Requests for Relief for Missed Academic Term Work, McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Weekly Topics and Readings

Week 1: September 12

Introduction to the Course

Course Objectives and Methods of Assessment, Keys to Success, Assigning Presentations

Required Readings: course outline

Week 2: September 19

Transnational Advocacy Networks and Global Governance: Overview, Significance, Methods of Analysis

Required readings:

Keck, Margaret, and Sikkink, Kathryn. (1998) Chapter 1: Transnational Advocacy Networks in International Politics: An Introduction. *Activists Beyond Borders*. Ithaca: Cornell University Press.

Avant, Deborah, Martha Finnemore, and Susan Sell. (2010) Chapter 1: Who Governs the Globe? In: Avant, Deborah, Martha Finnemore, and Susan Sell, eds. *Who Governs the Globe?* Cambridge University Press.

Berbergolu, Berch. (2019) Introduction: Dynamics of Social Movements, Revolution, and Social Transformation. Chapter 1. In: *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Edited by Berch Berbergolu, Palgrave Macmillan.

Keohane, Robert. (2001). “Governance in a Partially Globalized World.” *American Political Science Review*, 95(1): 1-13.

Week 3: September 26

Transnational Advocacy Networks and Global Governance: Theories and Historical Case Studies

Student presentation 1

Required readings:

Keck, Margaret, and Sikkink, Kathryn. (1998) Chapter 2: Historical Precursors to Modern Transnational Advocacy Networks. *Activists Beyond Borders*. Ithaca: Cornell University Press.

Nulman, Eugene, and Raphael Schlembach. (2018) “Advances in social movement theory since the global financial crisis”, *European Journal of Social Theory*, 21(3), pp. 376-390.

Peoples, Clayton. (2019). Classical and Contemporary Conventional Theories of Social Movements. Chapter 2. In: *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Edited by Berch Berbergolu, Palgrave Macmillan.

Week 4: October 3

Research proposal presentations and discussions

Research proposals are due October 3 at 11:59 pm

October 10-16: Mid-term recess

Week 5: October 17

Human Rights and Justice: Global Actors and Governance

Student presentation 2

Required readings:

Keck, Margaret and Sikkink, Kathryn. (1998) Chapter 3: Human Rights Advocacy Networks in Latin America. *Activists Beyond Borders*. Ithaca: Cornell University Press.

Petras, James, and Henry Veltmeyer. (2019). Neoliberalism and Social Movements in Latin America: Mobilizing the Resistance. Chapter 8. In: *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Edited by Berch Berbergolu, Palgrave Macmillan.

Keck, Margaret and Sikkink, Kathryn. (1998) Chapter 5: Transnational Networks on Violence against Women. *Activists Beyond Borders*. Ithaca: Cornell University Press.

Nimtz, August. (2016) “Violence and/or Nonviolence in the Success of the Civil Rights Movement: the Malcolm X/Martin Luther King Jr. Nexus”. *New Political Science*, 38(1), pp. 1-22.

Clapham, Andrew. (2006) "Human Rights Obligations of Non-state Actors in Conflict Situations." *International Review of the Red Cross*, 88(863): 491-523.

Week 6: October 24

The end of the nation? Regional Governing Structures and a Case Study of the EU

Student presentation 3

Required readings:

Sethi, Rumina. (2011). “The End of the Nation?” (Chapter 2, pp. 30-58). In: *The Politics of Postcolonialism: Empire, Nation and Resistance*. Pluto Press.

McNamara, Kathleen. (2010) Chapter 6: Constructing Authority in the European Union. In: Avant, Deborah, Martha Finnemore, and Susan Sell, eds. *Who Governs the Globe?* Cambridge University Press.

Pettifor, Ann. (2017) “Brexit and its Consequences”. *Globalizations*, 14(1), pp. 127-132.

The EU in 2020. General Report of the Activities of the European Union. (2020) European Union, <https://op.europa.eu/webpub/com/general-report-2020/en/>

Explore the official European Union website, https://europa.eu/european-union/index_en

Week 7: October 31

Social Movements (1960s – present)

Student presentation 4

Required readings:

Spector, Alan. (2019). Decade of Turbulence: Social Movements and Rebellion in 1960s. Chapter 7. In: *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Edited by Berch Berbergolu, Palgrave Macmillan.

Langman, Lauren, and Benski, Tova. (2019). Global Justice Movements: Past, Present and the Future. Chapter 13. In: *The Palgrave Handbook of Social Movements, Revolution and Transformation*. Edited by Berch Berbergolu, Palgrave Macmillan.

Niheu, Kalamaoka’aina. (2019) Indigenous Resistance in an Era of Climate Change Crisis. *Radical History Review* 133: 117 – 129.

Garrett, R. Kelly. (2006) "Protest in an Information Society: A Review of Literature on Social Movements and New ICTs." *Information, Communication and Society*. 9(2): 202-224.

Week 8: November 7

International Development: Challenges and Opportunities

Student presentation 5

Required readings:

Gutner, Tamar. (2010) Chapter 10: When “doing good” does not: The IMF and the Millennium Development Goals. In: Avant, Deborah, Martha Finnemore, and Susan Sell, eds. *Who Governs the Globe?* Cambridge University Press.

Mundy, Karen. Chapter 12: (2010) “Education for All” and the Global Governors. In: Avant, Deborah, Martha Finnemore, and Susan Sell. *Who Governs the Globe?* Cambridge University Press.

Human Development Report (2019) *Beyond Income, Beyond Averages, Beyond Today: Inequalities in Human Development in the 21st Century*, <http://hdr.undp.org/en/content/human-development-report-2019>

Explore the official United National Development Programme (UNDP) website, <https://www.undp.org>

Week 9: November 14

Global Environmental Governance

Student presentation 6

Required readings:

Keck, Margaret and Sikkink, Kathryn. (1998) Chapter 4: Environmental Advocacy Networks. *Activists Beyond Borders*. 1998. Ithaca: Cornell University Press.

Bierman, Frank, and Ingrid Boas. (2012) “Climate Change and Human Migration: Towards a Global Governance System to Protect Climate Refugees”. In: J. Scheffran et al. (eds.), *Climate Change, Human Security and Violent Conflict*, Hexagon Series on Human and Environmental Security and Peace. Springer-Verlag Berlin Heidelberg.

Dryzek, John. (2016) “Global Environmental Governance” in *The Oxford Handbook of Environmental Political Theory*. Edited by Teena Gabrielson, Cheryl Hall, John M. Meyer, and David Schlosberg.

Gunderson, Ryan (2018) “Global environmental governance should be participatory: Five problems of scale”, *International Sociology*, 1-23.

Human Development Report (2020) *The Next Frontier: Human Development and the Anthropocene*, <http://hdr.undp.org/en/content/human-development-report-2020>

Week 10: November 21

Global Governance and the Implications for International Society

Student presentation 7

Required readings:

Keck and Sikkink, Chapter 6: Conclusions: Advocacy Networks and International Society. *Activists Beyond Borders*. 1998. Ithaca: Cornell University Press.

Avant, Deborah, Martha Finnemore, and Susan Sell. (2010) Chapter 13: Conclusion: Authority, Legitimacy and Accountability in Global Politics. In: Avant, Deborah, Martha Finnemore, and Susan Sell, eds. *Who Governs the Globe?* Cambridge University Press.

Lea, John, and Kevin Stenson. (2007) "Security, Sovereignty, and Non-State Governance 'From Below'". *Canadian Journal of Law and Society*. 9-27.

Hollis, Duncan. (2005) "Why State Consent Still Matters - Non-State Actors, Treaties, and the Changing Sources of International Law." *Berkeley Journal of International Law*. 23(1). 137-174.

Week 11: November 28

Research presentations

Research Paper due Thursday, December 1 at 11:59 pm

Week 12: December 5

Research presentations and concluding the course
