

PS302 GLOBAL PUBLIC POLICIES AND THEIR IMPACTS ON THE GLOBAL SOUTH

Seminar Leader: Gale Raj-Reichert
Course Times: Wednesdays & Fridays 14:00 -15:30
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Office Hours: By appointment

Course Description

This course focuses on examining global public policies and their impacts on lower-income countries located in the Global South. We understand 'global' public policy to mean policies which have a cross-border or transnational effect both directly and indirectly. This includes policies developed and enforced at the national level which 'reach' countries in the Global South and policies established at the intergovernmental or international level which set out rules for many countries. The aim of the course is for students to understand which questions to ask and generally to critically examine and assess global policy impacts on economies, communities, and the environment in the Global South. An important aspect of our discussions will be focused on understanding the ways in which different policymaking institutions function and the influence different actors (and their politics) have on the policymaking process and outcomes. The specific global policies and issues covered in the course are climate change, intellectual property rights rules (and their impacts on vaccines), and international labour standards.

We will engage with a wide and interdisciplinary set of readings and concepts and interrogate how they are in conversation with each other and relate to each other through commonalities and differences. During the weeks on the global policy case studies, we will look read policy-related publications and available data on policy implementation and impact discuss how the current policies affect the Global South specifically.

**This is an advanced level course. A prerequisite is at least one course from the International Studies and Globalization module. It is also highly recommended that students have taken PS185 Introduction to Policy Analysis.

Requirements

Required Textbook and readings:
Please refer to the Course Reader.

In-class participation

It is expected that core readings are completed *before* each seminar as our discussions will be based on them. Please read actively – try to relate what you are reading with what you already know and have gained knowledge about the topic from other courses or from your own personal interests and

explorations (engage in a personal self-reflective discussion). Take notes, be critical, ask questions, and come to class prepared to share!

We will be engaging in and discussing current issues of global public policies. Many if not most of the issues will be news-worthy items and part of current public debates. It is highly recommended that you regularly check the news and/or other policy related reporting outlets (newspapers, blogs, policy briefs, Twitter, etc.) for insights and different opinions that relate to the topics in the course – which can be shared during class discussions.

Participating in different ways, either through larger group discussions or in small group/partner exercises, is an integral part of the learning process and it is expected that every student makes a good effort in this regard.

Course assignments, grade breakdown and deadlines

1. Discussion participation **20%**

Half of this grade will be based on in-class discussions of the readings and also include participation in small group work or in pairs. The second half of this grade will be based on discussions of your policy memo outline and presentation of your research report outline.

2. One policy memo **30%**

Please choose one policy problem and present points on two policy options weighing their costs and benefits. One of these policies will be recommended and expanded on as the best policy option based on analysis and evidence. The policy memo must be between 1,000 and 1,500 words (1.5-spaced, 12 pt., Times New Roman). Please use the Chicago Style of Referencing.

The policy memo must be written from the perspective of a particular actor chosen from the following list:

- Staff for a member of parliament or congress
- Industry lobby group
- Nongovernmental campaign organisation
- Trade union representative
- A different actor (based on discussion with and approval of seminar leader)

We will discuss the format of the policy memo in class. Students will discuss their policy memo outlines for comments and feedback in class during Week 7.

Policy memo deadline: To be determined

3. Presentation of outline on policy research paper **10%**

A presentation on the outline of the policy research paper (see below for what the policy research paper must cover). To ensure helpful feedback, please make sure to present a background to the policy problem/issue and the current and alternative policies that will be discussed in the analysis section.

4. Policy research paper **40%**

The aim of the policy research paper is to discuss a global policy problem affecting one or several countries of the Global South, a global policy which has failed or been unsuccessful in improving or solving the policy problem, and an analysis of an existing and alternative policy to better address the problem.

The policy research paper must include the following sections:

1. Introduction: Introduce the policy problem or policy issue. Make sure to address the global nature of the problem, in other words, the policy problem/issue must not be a domestic/national one in nature. As an introduction section, it can include a synopsis of the paper, a research question, and/or aim of the paper including its findings/conclusion.
2. Background: Discuss the nature of the problem. Some questions to include: Why is it global in nature? How does it affect the specific country or countries of the Global South (the paper is focused on) specifically? Why does the problem exist?
3. Analysis: There are 2 parts to this section: a) Discuss an existing or current global policy which addresses the problem/issue which has failed to or has been less successful in improving or solving the problem. This MUST be a global policy and not a domestic or national policy. It could be a global policy that is implemented varyingly by individual countries. Analyze and argue the reasons why the global policy has failed or been less successful based on conceptual and/or theoretical reasoning. B) Discuss and alternative global policy* or conceptual or theoretical features or framework of an alternative global policy that is or would be more superior.

*As an exception, this can be a national policy. To choose a national policy REQUIRES prior a discussion and approval from me.

**For both the discussions on the current and alternative policy, relate the analysis to concepts discussed in class on the characteristics or nature of the global policy and what it means for or what impacts (positive or negative) it has on the country or countries of the Global South.

***This is a very important section of the paper. It requires research, understanding and use of concepts and theories, and logical and careful argumentation with evidence.

4. Conclusion: A summary of the paper with a recap on the main findings.

The policy research paper must be between 4,000 to 4,500 words (1.5-spaced, 12 pt., Times New Roman). Please use the Chicago Style of Referencing.

Research paper deadline: To be determined.

Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to adhere to these standards at all times. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Attendance

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences should not affect the participation grade or require documentation.

Bard College Berlin does not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

SPECIAL CONSIDERATIONS FOR SPRING 2022: Some students may need to begin the semester remotely due to travel restrictions caused by the pandemic. In addition, all students and instructors must refrain from in-person attendance if they are feeling ill.

Policy on Late Submission of Papers

Written assignments that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Schedule

Weeks 1 to 8 – Conceptualising global public policy: processes, actors, and institutions

Week 1 – Globalisation and public policies

We begin by exploring public policy research that is concerned with policy problems which are cross-border or transboundary in nature. Much of this is tied to discussions of public policy in the era of 'globalization'. Readings for this week disentangle and unpack how we can think about public policies in a world of interconnected problems, including their impacts in the Global South. The set of readings this week are inter-disciplinary. How do the different concepts and perspectives agree or disagree with each other?

Wednesday 2 February

Knill, C. and Tosun, J. (2020) 'Chapter 10: Public Policies beyond the Nation State', *Public Policy: a new introduction*.

Friday 4 September

Dobbin, F., Simmons, B., and Garrett, G. (2007) The Global Diffusion of Public Policies: Social Construction, Coercion, Competition or Learning?. *Annual Review of Sociology* 33:449-72.

Week 2 – Transnational policy networks and the ‘rising powers’

Policy problems which contend with globalisation are taken up global policymaking spaces that include global networks of actors and global institutions. Research on understanding these processes is largely focused on transnational ‘networks’ of policymaking. Readings this week focus on state or government actors and institutions within these networks and also address how they interact with non-state or non-governmental actors. An important question in the functioning of these transnational networks is the inclusion of and the decision-making powers of governments and non-state actors in the Global South.

Wednesday 9 February

Stone, D. (2004) Transfer agents and global networks in the ‘transnationalization’ of policy. *Journal of European Public Policy*, 11:3, 545-566

Hoffman, S.J. (2012), Mitigating Inequalities of Influence among States in Global Decision Making. *Global Policy*, 3: 421-432.

Friday 11 February

Martinez-Diaz, L. and Woods, N. 2009. ‘Chapter 1- Introduction: Developing Countries in a Networked Global Order’, in *Networks of Influence?: Developing Countries in a Networked Global Order*. (read sections 1 to 4)

Slaughter, A-M. and Hale, T. (2010) Chapter 2: “Transgovernmental Networks and Emerging Powers”, in *Rising States, Rising Institutions*.

Week 3 – Private actors in global governance

Non-state actors also shape and help implement global policies. They are actors that engage in both contestation and cooperation in global policymaking. This includes global social movements and their power to influence global policies (including their representation of and participation by actors in the Global South). Readings this week introduce these non-state actors and the different ways in which they engage in global policymaking.

Wednesday 16 February

Borzal, T. and Risse, T. (2005) Chapter 9: ‘Public–Private Partnerships: Effective and Legitimate Tools of Transnational Governance?’, in *Complex Sovereignty: Reconstituting Political Authority in the Twenty-first Century*.

Friday 18 February

O'Brien, R., Goetz, A.M., Scholte, J.A., Williams, M. (2000) Chapter 1: Contesting governance: multilateralism and global social movements’, in *Contesting global governance: Multilateral economic institutions and global social movements*.

Choudry, A. (2016) Chapter 2: 'Global Justice? Contesting NGOization: Knowledge Politics and Containment in Antiglobalization Networks', in *Learning from the Ground up: Global Perspectives on Social Movements and Knowledge Production*.

Week 4 – Bretton Woods institutions

For weeks 5 to 8 we focus on global policy institutions. Readings will introduce the historical and political origins of various institutions and how they impacted outcomes for the Global South.

Wednesday 23 February

Woods, N. (2014) Chapter 2: 'The Globalizing Mission' & Chapter 3 'The Power to Persuade', in *The Globalizers: the IMF, the World Bank, and their Borrowers*.

Friday 25 February

Bello, W. (2000) The Iron Cage: The World Trade Organisation, the Bretton Woods Institutions and the South. *Capitalism, Nature, Socialism*, Vol. 11, No. 1.

Mkandawire, T. (2007) 'Good governance': the itinerary of an idea. *Development in Practice*, 17:4-5, 679-681.

Week 5 – The World Trade Organization

Wednesday 2 March

Narlikar, A. (2005) Chapter 2 – The creation of the World Trade Organization, in *The World Trade Organization: A Very Short Introduction*.

Rodrik, D. (2007) The Global Governance of Trade As If Development Really Mattered, in *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*.

Friday 4 March

Khor, M. (2008) Chapter 11 – The World Trading System and Development Concerns, in *The Washington Consensus Reconsidered: Towards a New Global Governance*.

Week 6 – United Nations

Wednesday 9 March

Morris, J. (2018) 'Origins of the United Nations', in *The Oxford Handbook on the United Nations*.

Weiss, T.G. and Daws, S. (2018) 'The United Nations: Continuity and Change' in *The Oxford Handbook on the United Nations*.

Friday 11 March

Van der Linden, M. (2019) 'The International Labour Organization, 1919-2019: An Appraisal'. *Labour: Studies in Working-Class History*, 16, No. 2.

Week 7 – Policy memo discussions

Wednesday 16 March & Friday 18 March

Week 8 – European Union

Wednesday 23 March

Orbie, J. (2012) Chapter 18 – International Development: A distinct and challenged policy domain in *Policy-making in the European Union*, Oxford University Press.

Damro, C. (2012) Market power Europe, *Journal of European Public Policy*, Vol. 19, No. 5.

Thursday 25 March

Farrell, M. (2005) A Triumph of Realism over Idealism? Cooperation Between the European Union and Africa. *Journal of European Integration*, 27:3, 263-283

Orbie, J. (2021) The graduation of EU development studies: towards a postcolonial turn?, *Global Affairs*, Vol. 7: No 4.

Weeks 9 to 14 – Global policy case studies

In this second themed focus of the course, we will discuss a variety of global policy case studies. Small groups of students will lead discussions during these weeks. Readings will introduce the policy problem and the policy solutions or ongoing negotiations (there are online policy sources provided and feel free to do your own additional search and readings), followed with writings from the perspective of policy analysis on the impacts of these global policies for countries of the Global South. In our discussions we will relate back to the conceptual and institutional readings from the previous weeks.

Week 9 - International labour standards

Wednesday 30 March

Read about the ILO Core Labour Standards at:

<https://www.ilo.org/global/standards/introduction-to-international-labour-standards/conventions-and-recommendations/lang--en/index.htm>

Read about the ILO's Decent Work Agenda at:

<https://www.ilo.org/global/topics/decent-work/lang--en/index.htm>

Thursday 1 April

Haufler, V. (2018) Look at Producing Global Governance in the Global Factory: Markets, Politics, and Regulation, *Global Policy*, Vol. 9, Issue 1

Verma, A. and Elman, G. (2007) Labour Standards for a Fair Globalization for Workers of the World, *The Good Society*, Vol. 16, No. 2.

Week 10 - Intellectual property rights rules and global vaccines: focus on Covid-19

Wednesday 6 April

Declaration on the TRIPs agreement and public health

https://www.wto.org/english/thewto_e/minist_e/min01_e/mindecl_trips_e.htm

Deere, C. (2009) Chapter 1 in *The implementation game: The TRIPS agreement and the global politics of intellectual property reform in developing countries*. (other chapters in the book are recommended)

Supplementary reading:

Sterckx, S. (2004), Patents and Access to Drugs in Developing Countries: An Ethical Analysis. *Developing World Bioethics*, 4: 58-75

Friday 8 April

Guest lecture by Professor Dalindyabo Shabalala, Associate Professor of Law, University of Dayton School of Law

For current vaccination rates in different countries take a look at:

<https://ourworldindata.org/covid-vaccinations>

<https://www.nytimes.com/interactive/2021/world/covid-vaccinations-tracker.html>

Shabalala, D. (2021) “How to get COVID-19 vaccines to poor countries – and still keep patent benefits for drugmakers”, *The Conversation*. <https://theconversation.com/how-to-get-covid-19-vaccines-to-poor-countries-and-still-keep-patent-benefits-for-drugmakers-158384>

Shabalala, D. (2021) “US support for waiving COVID-19 vaccine patent rights puts pressure on drugmakers – but what would a waiver actually look like?”, *The Conversation*. <https://theconversation.com/us-support-for-waiving-covid-19-vaccine-patent-rights-puts-pressure-on-drugmakers-but-what-would-a-waiver-actually-look-like-160582>

Vawda, Y. (2021) “The TRIPS COVID-19 Waiver, Challenges for Africa and Decolonizing Intellectual Property”, *South Centre Policy Brief No. 99*. <https://www.southcentre.int/wp-content/uploads/2021/08/PB-99.pdf>

Mercurio, B. (2021) The IP Waiver for COVID-19: Bad Policy, Bad Precedent. IIC. <https://doi.org/10.1007/s40319-021-01083-5>

Supplementary:

WTO Vaccine Report https://www.wto.org/english/tratop_e/covid19_e/vaccine_report_e.pdf
Watch: <https://www.youtube.com/watch?v=GXWhMwixtws>

Week 11 – Research report outline presentations

Wednesday 20 April and Friday 22 April

Week 12 – Climate change

Wednesday 27 April

Guest lecture by Andreas Sieber, Head of Policy Advocacy of Climate Action Network-International

Mathiesen, K. and Harvey, F. (2015) ‘Climate coalition breaks cover in Paris to push for binding and ambitious deal’, *The Guardian*, 8 December. <https://www.theguardian.com/environment/2015/dec/08/coalition-paris-push-for-binding-ambitious-climate-change-deal>

Monbiot, G. (2015) ‘Grand promises of Paris climate deal undermined by squalid retrenchments’, *The Guardian*, 12 December. <https://www.theguardian.com/environment/georgemonbiot/2015/dec/12/paris-climate-deal-governments-fossil-fuels>

Carbon Brief (2019) COP25: Key outcomes agreed at the UN climate talks in Madrid. <https://www.carbonbrief.org/cop25-key-outcomes-agreed-at-the-un-climate-talks-in-madrid>

Dagnet, Y. et al. (2020) 'INSIDER: 4 Key Topics Climate Negotiators Must Resolve by COP26', *World Resources Institute*.

<https://www.wri.org/insights/insider-4-key-topics-climate-negotiators-must-resolve-cop26>

**Please familiarize yourself with at least one set of climate change policies originating in the Global North and one in the Global South

European Climate Law

<https://www.consilium.europa.eu/en/policies/climate-change/>

United States policies on climate change

<https://css.umich.edu/factsheets/climate-change-policy-and-mitigation-factsheet>

Take a look at <https://climateactiontracker.org/> for climate change policies on a number of countries, including in the Global South

Supplementary:

The Paris Agreement

<https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

Friday 29 April

Chin-Yee, S. (2019) *Climate Change and Human Security: Case studies linking vulnerable populations to increased security risks in the face of global climate challenge*, King's College London.

Moellendorf, D. (2015) Climate change justice, *Philosophy Compass*.

Week 13 – Group exercise

Wednesday 4 May

**We will choose a public policy issue to debate and compulsory readings will be assigned

Friday 6 May

***Policy debate*

Week 14: Post Covid-19 recovery and global public policies

Wednesday 11 May

Maffettone, P. and Oldani, C. (2020) COVID-19: A Make or Break Moment for Global Policy Making. Global Policy, Vol. 11, Issue 4

Friday 13 May

Wrap-up discussion