

GLOBAL GOVERNANCE: CLIMATE CHANGE & MIGRATION

(Spring 2020)

Course Title:	Global Governance: Climate Change & Migration
Course number:	INAFU6343
Meeting date:	Wednesdays, 2:10-4:00PM
Location:	IAB 409
Instructor:	Daniel Naujoks
Office hours:	Wednesdays, 11am-1pm
Columbia email address:	daniel.naujoks@columbia.edu
Credits:	3 credits
Prerequisites:	There are no course-specific requirements. Prior knowledge of UN regimes and public international law is encouraged.

Course Overview

Global Governance: Climate Change & Migration introduces students to the key notions, levels, and forms of global governance regimes. The course goes beyond international relations theories to provide a variety of theoretical and practical perspectives on global public goods, global public policy, and multi-level governance. It will thus highlight interlinkages between global-level interventions and regional, national, and local activities and outcomes.

Whereas global governance regimes cover a wide range of issues, this course deliberately focuses on two sample areas: climate change and migration/refugees. While the linkages between climate change and mobility will be discussed, the course focuses on these two issues separately. This allows for in-depth discussions on different governance issues, levels, and aspects within these areas of work. The discussions will shed light on different institutions, actors and actor constellations, as well as the effectiveness, representativeness, and coherence of multilateral regimes. Students will engage with key questions and analytical categories to approach global governance issues and the role of international law, goal setting, platforms, and frameworks. While the course has a specific focus on climate change and migration it aims at creating a broader understanding of global governance issues.

A range of guest speakers will join the class discussions to add additional perspectives. In addition to critical scholarship on global governance, the course relies on students' primary analysis of relevant proceedings at the UN, original policy documents, as well as expert testimony from a range of guest lecturers, who share their extensive first-hand observations as participants and actors of global governance processes from the United Nations, NGOs, think tanks, and academia. By these means, *Global Governance: Climate Change & Migration* offers insights into the processes, challenges, and impacts of different regimes and aims at enhancing participants' understanding of how to make global governance regimes stronger, more effective, and accountable.

Key learning goals

At the end of the course, students will

- Have acquired substantial understanding of:
 - Key conceptual differences of various forms of global governance.
 - The role of international norms, international organizations, and non-state actors in global governance.
 - The shortcomings of global-level interventions.
 - Cooperation among states, UN agencies and non-state actors on issues of climate change and international migration and refugee issues.
- Be able to apply frameworks and approaches of global and multi-level governance to a variety of global issues.
- Have enhanced analytical writing capabilities and abilities to analyze complex systems.

Course Assessment

The final grade for this course will be made of the following components:

1) Class attendance:	5 %	4) Group research:	35 %
2) Class participation:	20 %	5) Analytical memo	15 %
3) Framing and reflecting:	25 %		

Class Attendance: Discussions of the reading material in class are critical for this course. Hence, your attendance is too. If you cannot make a class for important reasons please inform me at least one hour before the class begins that you'll be unable to attend. If you are unable to make it it is your responsibility to get informed about our discussion and the learning progress. Two unexcused absences automatic lower the final grade by one unit (e.g., A becomes A-).

Class Participation: I expect students to actively participate in class discussions. Active participation requires sufficient reading in advance of the seminar to enable clear arguments and informed opinions related to the topic under discussion. In addition to having read the course readings I expect that you have taken notes and that you have reflected on key aspects before we meet. This way, our discussions will be meaningful and we can all benefit from each other's insights. I will evaluate how prepared you come to class, how much of original critical thinking you bring to the discussion and how you discuss competing concepts and theories with other students.

Framing and Reflecting: For all substantive classes (all classes except weeks 1 and 7), half of the class will help us to frame discussions while the other half will help the rest to reflect on key takeaway points. Through a lottery, in week 1, we divide the class and after week 8 the groups switch.

Framers provide short reflections on the readings before we meet in class: Two thirds of the reflections should focus on → What concepts and facts surprised you? → What questions arising from the readings should our in-class discussion consider and why? And about a third of the submission should highlight → What links do you see to previous classes/discussions? Framers have the opportunity to shape our discussion in class. Thus, don't focus on summarizing the readings that everyone else read too. Your critical reflections on the readings and your key ideas have the potential to influence the questions we ask and discuss in class.

Reflectors share what their main take-away points from each class discussions were: Two thirds of the reflections should focus on → What surprised you from the presentation and our discussion? → What was interesting? → What should be remembered for the future? And about a third of the submission should highlight → What links do you see to previous classes/discussions? There is no way you can summarize all important points we made in our discussions in a short reflection. Thus, your role is to act as a filter and a highlighter. From your perspective, what are key points and why?

This enhances your own learning experience and it helps to connect the different aspects we cover throughout the semester. Instead of the futile attempt to cover all issues raised in the readings/class, I recommend that you choose 1-2 issues for which you can add to the collective learning.

To share your reflections, you either post a written comment or short video message in the forum under the ‘discussion board’ tab on CourseWorks. Written reflections need to start with “reflection [no] (that is, 1, 2, 3 etc. to indicate if this is your first, second or third reflection of the half term) and be between 200-300 words (strict word limits) and video messages 40-60 seconds. You do not need to stick to one format and are free to switch between written and video reflections, as you see fit.

You have to submit at least three reflections for each half of the semester, i.e., three as framers and three as reflectors (i.e., a total of six). It will count as a *bonus* if you submit at least 8 reflections.

The deadline for framers is Monday, 11.59pm before class to give the rest of the class (and me) time to absorb your thoughts. Reflectors have to upload their key take-away points on Friday, 9pm, following the respective Wednesday class.

Group Research Project: In groups of 3-4 students, students will engage in actual analysis of debates or governance regimes. Group research projects can fall in one of two categories:

- Analysis of specific global governance regimes. These should not be about broad issue areas (such as, “Environment” but about specific measures, treaties, or processes). In addition to the analysis of legal and policy documents this should involve more in-depth primary research, e.g., through expert interviews (but no interviews with vulnerable populations, as this would require (cumbersome) approval by the university’s Institutional Review Board (IRB), which makes them impractical for short projects).
- Substantive content analysis of official discussions at the United Nations General Assembly, the Security Council, or other bodies or international organizations on global governance.

The concrete topic will be discussed with the course instructor and approved in advance. To this end, after an initial discussion in week 5, student teams will elaborate a proposal of the project that spells out the key questions, their relevance, the state-of-the art and the research methodology. A two-page research proposal for the research project is due to be submitted by email by March 9, 2020. On March 13, you need to submit the final methodology for the research project (since for many of you this will be the first substantive research project, I want to make sure your efforts go into the right direction). Final research reports (4,000-5,000 words, not counting the bibliography) have to be submitted by email by May 8, 2020.

Analytical memo: In preparation of the interactive discussions in week 12, students will be randomly divided into four groups. Prepare a short analytical memo on the assigned intergovernmental and multi-stakeholder discussions on UN Web TV that took place in the lead-up of the UN Global Compact for Safe, Orderly and Regular Migration. For the analysis of the proceedings, highlight the forms of cooperation that stakeholders mention and on what issues they suggest working together. The analysis can include – but is not limited – to: What countries and stakeholders make what statements? Can you see any commonalities or differences by region, level of development, size/power, importance of immigration/emigration/transit or other categories? Please submit an analytical memo of 500-700 words (strict word limits) via email by April 14, 2020). Please see the specific guidelines on CourseWorks for more details.

Course Overview

Session	Date
1 Introduction to Global Governance	Jan 22
2 Levels and Purposes of Global Governance	Jan 29
3 Forms and Levers of Global Governance	Feb 5
4 International Organizations and Global Governance	Feb 12
5 The ‘Third UN’: Non-State Actors and Global Governance	Feb 19
6 Between Inclusion and Exclusion: NGO Access to Global Governance Systems	Feb 26
7 Session on Group Projects	Mar 4
<i>Outlines for group research project due</i>	Mar 9
8 Global Governance and Climate Change	Mar 11
<i>Switch framers and reflectors</i>	
<i>Submit final methodology for group research</i>	Mar 13
<i>Complete mid-term feedback and suggestions</i>	Mar 13
<i>No class (Spring Break)</i>	Mar 18
9 SIDS & Climate Change governance	Mar 25
10 Refugees, Governance and Diplomacy	Apr 1
11 Non-State Actors and Climate Governance	Apr 8
<i>Submit analytical memo</i>	Apr 14
12 The UN Global Compact for Migration	Apr 15
13 Municipalities as Actors for Global Migration Governance	Apr 22
<i>Complete official course evaluations and separate feedback form</i>	
14 The Future of Global Governance	Apr 29
<i>Final research reports due</i>	May 8

Course Plan

Session 1: Introduction to Global Governance

What is global governance and how is it different from global government? What are the key questions and analytical categories to approach global governance issues? Why could it make sense to talk about global governance or governances?

Please read the syllabus and see if you have any questions regarding the assignments or the structure of the class.

- Weiss, Thomas. 2011. *Thinking About Global Governance: Why People and Ideas Matter*. Abingdon, Oxon: Routledge (Chapter 3: What happened to the idea of World Government? pp. 66-86).
- Rosenau, James N. 1992. Governance, order, and change in world politics. In James N. Rosenau and Ernst-Otto Czempiel (eds), *Governance without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press, pp 1-29.
- Rai, S.M. 2008. Analysing Global Governance. In Shirin M. Rai and Georgina Waylen (eds), *Global governance: feminist perspectives*. New York: Palgrave Macmillan, pp. 19-42.

Supplementary reading:

- Hall, Rodney Bruce. 2016. The Social Purposes of Global Governance. In Amitav Acharya (Ed.), *Why Govern? Rethinking Demand and Progress in Global Governance*. New York: Cambridge University Press.
- Weiss, Thomas G. 2000 “Governance, Good Governance and Global Governance: Conceptual and Actual Challenges.” *Third World Quarterly* 21(5): 795–814.

Session 2: Levels and Purposes of Global Governance

What is Zürn’s argument about Global Governance as Multi-Level Governance? What are Global Public Goods and what does Barrett mean by global public goods that can depend on ‘single best efforts,’ ‘weakest links,’ or ‘aggregate efforts’? What are key purposes of global governance and what is the difference between global-level issue governance and governance of global issues? In what way can (or should) global governance regimes consider categories of effectiveness, representativeness, and coherence?

- Zürn, Michael. 2010. ‘Global Governance as Multi-level Governance’, in Enderlein, H., Zürn, M. & Wälti, S. (Eds.) *Handbook of Global Multi-level Governance*. Cheltenham: Edward Elgar, pp. 80-99.
- Acharya, Amitav. 2016. Rethinking Demand, Purpose and Progress in Global Governance: An Introduction. In *Idem* (Ed.), *Why Govern? Rethinking Demand and Progress in Global Governance*. New York: Cambridge University Press.
- Barrett, Scott. 2007. *Why Cooperate? The Incentive to Supply Global Public Goods*. Oxford: Oxford University Press (Introduction, pp. 1-21).
- UNDP and DESA. 2014. Global Governance. Issue Brief 19. Compendium of Issues Briefs by the United Nations inter-agency technical support team for the United Nations General Assembly Open Working Group on Sustainable Development Goals. New York: UN DESA.

Supplementary reading:

- Barrett, Scott. 2007. *Why Cooperate? The Incentive to Supply Global Public Goods*. Oxford: Oxford University Press (Chapter 6: Coordination and Global Standards, pp.149-165).
- Weiss, Thomas G. 2013. *Global Governance: Why What Whither*. London: Polity.

Session 3: Forms and Levers of Global Governance

What are key forms and levers of global governance regimes? What role do law, goal setting & frameworks play for governing issues? What needs to be in place so international law can effectively govern the issue it is set to regulate? Apart from the form of governance, think about what levers governance regimes can include and what are the potentials and limitations of these at the global level (including incentives vs disincentives; prohibitions vs freedoms; data & information; facilitation vs hurdles; PR vs normative deterrence; and capacity & empowerment).

- Kaul, Inge. 2015. Global Public Policy. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd Ed.), Volume 10, pp. 178-185.
- Fukuda-Parr, Sakiko. 2014. Global Goal Setting as a Tool of Global Governance: Intended and Unintended Consequences. *Journal of Human Development and Capabilities* 15(2-3): 118-131.
- Shaffer, Gregory C., and Mark A. Pollack. 2010. Hard vs. Soft law: Alternatives, complements, and antagonists in international governance. *Minnesota Law Review* 94(3): 706-799 (you may focus on the conceptualizations on pp. 712-742, the rest of the article will be less relevant for our discussion).
- Rother, Stefan. 2019. The Global Forum on Migration and Development as a venue of state socialisation: A stepping stone for multi-level migration governance? *Journal of Ethnic and Migration Studies* 45(8): 1258-1274.

Supplementary reading:

- Ku, Charlotte. 2012. *International Law, International Relations, and Global Governance*. Oxon and New York: Routledge (Introduction, pp. 1-16).
- Abbott, Kenneth W., Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter and Duncan Snidal. 2000. "The Concept of Legalization." *International Organization* 54(3): 401-419.
- Ruggie, J. G. 2014. 'Global Governance and 'New Governance Theory': Lessons from Business and Human Rights. *Global Governance* 20(1): 5-17.
- Gleider Ignacio, Hernández. 2014. *The International Court of Justice and the judicial function*. Oxford: Oxford University Press. (Chapter 8: The essential judicial function and the international legal system & Chapter 9: Beyond legalization: final thoughts).

Session 4: International Organizations and Global Governance

What is the role of international organizations, especially the UN, in global governance? How do different IR approaches conceptualize the role of international organizations – or the lack thereof? What resistance did the UN first experience when introducing the Millennium Development Goals?

- Barnett, Michael N. and Martha Finnemore. 2008. Political Approaches. In: Sam Daws and Thomas G. Weiss (eds), *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.
- Weiss, Thomas. 2011. *Thinking About Global Governance: Why People and Ideas Matter*. Abingdon, Oxon: Routledge (Chapter 2: How UN Ideas change the world, pp. 43-65).
- Wivel, Anders, and T.V. Paul. 2019. "Exploring international institutions and power politics." In *idem* (eds). *International institutions and power politics: bridging the divide*. Washington, DC: Georgetown University Press.
- Masters, Lesley. 2011. Sustaining the African common position on climate change: international organisations, Africa and COP17. *South African Journal of International Affairs* 18(2): 257-269.

Supplementary reading:

- Doyle, Michael W. 2012. "Dialectics of a Global Constitution: The Struggle over the UN Charter." *European Journal of International Relations* 18 (4): 601–624.
- Edozie, Rita Kiki, and Keith Gottschalk. 2014. *The African Union's Africa: New Pan-African Initiatives in Global Governance*. East Lansing: Michigan State University Press (Ch.1, Africa's African Union: Globalization and Global Governance).
- Buchanan, A. and Keohane, R. O. 2006. "The legitimacy of global governance institutions." *Ethics & International Affairs* 20(4): 405-437.
- Barnett, Michael N. and Martha Finnemore. 2006. The politics, power, and pathologies of international organisations, in Friedrich Kratochwil and Edward D. Mansfield, *International organization and global governance: a reader* (2nd Ed) New York: Pearson/Longman.

Session 5: The 'Third UN': Non-State Actors and Global Governance

What different non-state actors (NSA) are relevant for global governance? Beyond 'major groups', what are internal differences among NSAs? What NSAs are more and what groups are less represented? What role do they play in different forms of global governance? What is the role of local governments? How do structure of global regimes and agency of NGOs affect their participation and impact? How does United Cities and Local Governments (UCLG)'s *Global Agenda* explain the contributions of sub-national governments at various levels, including the global level?

- Karns, Margaret P. and Karen Mingst. 2015. *International Organizations: The Politics and Processes of Global Governance* (3rd Ed). Boulder: Lynne Rienner (Chapter 4: Nonstate Actors: NGOs, Networks, and Social Movements, pp. 239-278).
- Eberlein, Burkard. 2019. Who Fills the Global Governance Gap? Rethinking the Roles of Business and Government in Global Governance. *Organization Studies* 40(8): 1125–45.
- Tallberg, Jonas, Lisa M Dellmuth, Hans Agné, Andreas Duit. 2015. NGO Influence in International Organizations: Information, Access and Exchange. *British Journal of Political Science* 48(1): 213-238.
- United Cities and Local Governments (UCLG). n.d. *Global Agenda of Local and Regional Governments for the 21st Century*. Barcelona.

Supplementary reading:

- Weiss, Thomas G., Tatiana Carayannis and Richard Jolly. 2009. "The "Third" United Nations." *Global Governance* 15(1):123-142.
- Dany, Charlotte. 2012. *Global Governance and NGO Participation. Shaping the information society in the United Nations*. Oxon and New York: Routledge (Chapter 3: A structurationist framework of analysis).
- Willetts, Peter. 2011. *Non-governmental organizations in world politics: the construction of global governance*. Oxon and New York: Routledge (Chapter 2: The access of NGOs to global policy-making).
- Keck, Margaret E. and Kathryn Sikkink. 2006. Transnational advocacy networks in international and regional politics. In Friedrich Kratochwil and Edward D. Mansfield (eds.), *International organization and global governance: a reader* (2nd Ed) New York: Pearson/Longman.

Session 6: Between Inclusion and Exclusion: NGO Access to Global Governance Systems

How exactly do NGOs get access to the UN? What are the politics of obtaining access and what hurdles exist?

Guest lecture by Eleanor Openshaw, the Co-Director of the New York office of International Service for Human Rights on the access and politics of access of human rights NGOs to UN processes.

- Ruhlman, Molly A. 2015. *Who Participates in Global Governance? States, bureaucracies, and NGOs in the United Nations*. Milton Park and New York: Routledge (Chapter 1: Who participates, and who decides? pp. 14-32)
- Tallberg, J., Sommerer, T., Squatrito, T. and Jönsson, C. 2013. *The Opening up of International Organizations: Transnational Access in Global Governance*. Cambridge: Cambridge University Press (Chapter 1, 1-21).
- Mowell, B.D. 2018. United Nations–NGO Accreditation Regimes: A Comparative Profile. *Journal of International Organizations Studies* 9(2): 143-149.
- Understand how NGOs can get consultative status/accreditation by looking at the processes:
 - United Nations Economic and Social Council (ECOSOC): <http://csonet.org>
 - UN Environment Programme (UNEP): <https://www.unenvironment.org/civil-society-engagement/accreditation>

Supplementary reading:

- Murdie, Amanda and Davis, David R. 2012. Looking in the mirror: Comparing INGO networks across issue areas. *Review of International Organizations* 7(2): 177–202.

Session 7: Session on Group Projects

To prepare for this session, each student should think about interesting research projects. You can look at the list of topics and research ideas and develop your own ideas about what to focus on (needless to say, you are not limited by the list). You can have formed groups to work on group research projects before this session but often groups are formed based on the discussion of topics and interests in class. The better prepared you come the more you can shape your research projects.

Session 8: Global Governance and Climate Change

What led to framing the global environment as a global issue? What mechanisms are at work through the United Nations Framework Convention on Climate Change (UNFCCC), the Paris Agreement & United Nations-led Intergovernmental Panel on Climate Change (IPCC)? What is the role of Nationally Determined Contributions (NDCs)? What are challenges for monitoring compliance?

Guest lecture: Scott Barrett, Lenfest-Earth Institute Professor of Natural Resource Economics, will share his observations on the IPCC, the Paris Agreement, and framings of climate change challenges in international negotiations.

- Selcer, Perrin. 2018. *The postwar origins of the global environment: how the United Nations built Spaceship Earth*. New York: Columbia University Press. (Introduction, pp. 1-26 and Chapter 5: Locating the Global Environment, pp. 173-205).
- Barrett, Scott. 2014. “Negotiating to Avoid ‘Dangerous’ Climate Change.” In Nicholas Stern, Alex Bowen, and John Whalley (eds.), *Global Development of Policy Regimes to Combat Climate Change*, London: World Scientific, pp. 159- 180.
- Rowan, S. Sam. 2019. Pitfalls in comparing Paris pledges. *Climatic Change* 155(4): 455–467.
- Stewart, Richard B., Michael Oppenheimer, and Bryce Rudyk. 2017. Building blocks: a strategy for near-term action within the new global climate framework. *Climatic Change* 144(1): 1–13.

- Browse the website of the
 - UN Climate Action Summit 2019: <https://www.un.org/en/climatechange/un-climate-summit-2019.shtml>
 - Intergovernmental Panel on Climate Change (IPCC): <https://www.ipcc.ch>
 - UN Climate Change Conference (COP25) - December 2019: <https://unfccc.int/cop25>

Supplementary reading:

- Pauw, W. P., Richard J. T. Klein, Kennedy Mbeva, Adis Dzebo, Davide Cassanmagnago, and Anna Rudloff. 2018. Beyond headline mitigation numbers: we need more transparent and comparable NDCs to achieve the Paris Agreement on climate change. *Climatic Change* 147(1–2): 23–29.
- Barnard, M. 2014. SADC's response to climate change – the role of harmonised law and policy on mitigation in the energy sector. *Journal of Energy in Southern Africa* 25(1): 26–32.
- Schram Stokke, Olav. 2014. Actor configurations and compliance tasks in international environmental governance. In Norichika Kanie, Steinar Andresen and Peter M. Haas (Eds), *Improving Global Environmental Governance. Best practices for architecture and agency*. Milton Park and New York: Routledge, pp. 83-107.

*** Framers and reflectors switch after Week 8, starting with week 9 ***

Session 9: SIDS & Climate Change governance

How are Small Island Developing Countries (SIDS) engaged in Climate Change governance? What is the role of the UN, the and the Alliance of Small Island States (AOSIS) to adopt coordinated approaches and norms among SIDS, as well as outside the SIDS community? What are the gaps in climate change governance and SIDS?

Guest Lecture: Riad Meddeb, Senior Principal Advisor for SIDS, UNDP, will discuss how UNDP supports and observes the negotiation of SIDS in international climate discussions.

- Oculi, Neil, and Scott R. Stephenson. 2018. Conceptualizing climate vulnerability: Understanding the negotiating strategies of Small Island Developing States. *Environmental Science & Policy* 85: 72-80.
- SIDS Accelerated Modalities of Action (SAMOA) Pathway (UN Doc A/RES/69/15) (focus on the parts on climate change)
- Browse preparatory and outcome documents for the Mid-Term Review of the SAMOA Pathway (2019): <https://sustainabledevelopment.un.org/sids/samoareview>.
- Watch the discussion on SIDS during the UN Climate Action Summit 2019 <http://webtv.un.org/search/part-1-climate-action-summit-2019/6089125879001> (starting at 3:27:30)
- Alliance of Small Island States (AOSIS). 2019. SIDS package and letter to UN Secretary General.

Supplementary reading:

- Alliance of Small Island States (AOSIS): <https://www.aosis.org/>.
- Meddeb, Riad, and Daniel Naujoks. 2018. Disappearing Islands: What happens to their nations and people? *Medium*, accessible at: <https://medium.com/@riad.meddeb/disappearing-islands-what-happens-to-their-nations-and-people-f318c374188>.

Session 10: Refugees, Governance and Diplomacy

What is 'global refugee policy' and how are refugee issues treated in international cooperation? What are the main objectives of the EU-Turkey deal and what does it say about diplomacy on refugees and migration issues? What are differences in the *backscratching* and *blackmailing* strategies in international negotiations on refugee issues?

Guest lecture by Gerasimos Tsourapas, Senior Lecturer in Middle East Politics, University of Birmingham and Visiting Scholar, Center for European Studies, Harvard University.

- Tsourapas, Gerasimos. 2019. The Syrian Refugee Crisis and Foreign Policy Decision-Making in Jordan, Lebanon, and Turkey. *Journal of Global Security Studies* 4 (4): 464-481.
- İçduygu, Ahmet, and Damla B. Aksel. 2014. Two-to-Tango in Migration Diplomacy: Negotiating Readmission Agreement between the EU and Turkey. *European Journal of Migration and Law* 16:337 -363.
- Milner, James and Krystyna Wojnarowicz. 2017. Power in the Global Refugee Regime: Understanding Expressions and Experiences of Power in Global and Local Contexts. *Refuge: Canada's Journal on Refugees* 33(1):7-17.
- Betts, Alexander. 2010. International Cooperation in the Refugee Regime. In Alexander Betts and Gil Loescher (eds), *Refugees in International Relations*. Oxford: Oxford University Press, pp. 53-84.

Supplementary reading:

- Loescher, Gil, and James Milner. 2011. UNHCR and the Global Governance of Refugees. In Alexander Betts (Ed), *Global Migration Governance*. Oxford: Oxford University Press, pp. 189-209.
- Benz, Sophia, and Andreas Hasenclever. 2010. 'Global' Governance of Forced Migration. In Alexander Betts and Gil Loescher (eds), *Refugees in International Relations*. Oxford: Oxford University Press, pp. 185-212.
- Orchard, Phil. 2014. A Right to Flee. Refugees, States, and the Construction of International Cooperation. Cambridge: Cambridge University Press (Chapter 9: Refugees and State cooperation in international society).

Session 11: Non-State Actors and Climate Governance

What is the role of NSAs – especially NGOs and cities - in climate governance? What determines their effectiveness and access to decision making processes? What is gendered approach to global climate governance?

- Nasiritousi, Naghmeh. 2019. NGOs and the environment. In Thomas Davies (Ed.), *Routledge Handbook of NGOs and International Relations*, Milton Park and New York: Routledge, 329-342.
- Nasiritousi, Naghmeh and Linnér, Björn-Ola. 2016. Open or closed meetings? Explaining nonstate actor involvement in the international climate change negotiations. *International Environmental Agreements: Politics, Law and Economics* 16(1): 127-144.
- How does the global city-level network on climate action C40 Cities work together and engage in global governance processes? Browse <https://www.c40.org> and use web search.
- Browse <https://wedo.org/resources/> to understand the Women's Environment & Development Organization's (WEDO) to gender and climate change governance.

Supplementary reading:

- Andresen, Steinar, Norichika Kanie, and Peter M. Haas. 2014. Actor configurations in the climate regime: the states call the shots. In Norichika Kanie, Steinar Andresen and Peter M. Haas (Eds), *Improving Global*

Environmental Governance. Best practices for architecture and agency. Milton Park and New York: Routledge, pp. 175-195

- Hansen, James W. Stephen Zebiak, and Kevin Coffey. 2014. Shaping global agendas on climate risk management and climate services: an IRI perspective. *Earth Perspectives* 1(13).
- Ruhlman, Molly A. 2015. *Who Participates in Global Governance? States, bureaucracies, and NGOs in the United Nations.* Milton Park and New York: Routledge (Chapter 5: Non-state actors and the UN Environment Programme, pp. 125-157).
- Giorgetti, Chiara. 1998. The Role of Nongovernmental Organizations in the Climate Change Negotiations. *J. Int'l Envtl. L. & Pol'y* 16 115-137.

Session 12: The UN Global Compact for Migration

What analytical differentiations suggests Naujoks for understanding migration governance? In what ways does the UN Global Compact for Safe, Orderly and Regular Migration (GCM) constitute 'global migration governance'? How can it achieve impacts and what are challenges for having measurable impacts? How do key stakeholders and governments conceptualize global governance and cooperation for the GCM?

For this session, students will be split into four groups. In addition to the readings, which are the same for all, sub-groups will analyze the 4 different videos on international cooperation. In the first 'expert' round, each sub-group discusses and compared the take-away points from their respective assignment. In the second round, intersectoral groups form, comprising two expert representatives from each of the sub-groups. In intersectoral groups, students discuss, contrast, and compare their observations.

For the analysis of the proceedings, highlight what forms of cooperation and on what issues do stakeholders suggest. What countries and stakeholders make what statements? Can you see any commonalities or differences by region, level of development, size/power, importance of immigration/emigration/transit or other categories?

- UN Global Compact for Safe, Orderly and Regular Migration.
- Naujoks, Daniel. 2019. Potential and fallacies of migration governance. Paper presented at the International Studies Association, Toronto.
- Klein Solomon, Michele, and Suzanne Sheldon. 2018. The Global Compact for Migration: From the Sustainable Development Goals to a Comprehensive Agreement on Safe, Orderly and Regular Migration. *International Journal of Refugee Law* 30 (4): 584–590.

Group 1: Panel 1: International cooperation and governance of migration in all its dimensions, 3rd Informal Thematic Session of the Global Compact for Safe, Orderly and Regular Migration (20 June 2017):
<https://bit.ly/38CRmjD>

Group 2: Panel 2: International cooperation and governance of migration in transit, on entry and at borders, 3rd Informal Thematic Session of the Global Compact for Safe, Orderly and Regular Migration (20 June 2017):
<https://bit.ly/2RZ7iqf>

Group 3: Panel 3: International cooperation and governance of migration on return, readmission, integration and reintegration, 3rd Informal Thematic Session of the Global Compact for Safe, Orderly and Regular Migration (20 June 2017):
<https://bit.ly/2PtYdo1>

Group 4: Panel 2: The Global Compact on Migration as a tool for migration governance and the role of global and regional actors, International Dialogue on Migration 2017 (April 18, 2017) (the video also includes panel 3, which you do not have to watch):
<https://bit.ly/2M0DPbj>

Supplementary reading:

- Browse the site: <http://refugeesmigrants.un.org>
- Martin, Philip, Susan F. Martin, and Patrick Weil. 2006. *Managing Migration. The Promise of cooperation*. Lanham MD: Lexington (Chapter 9: Toward a cooperative framework for managing migration, pp. 227-246).
- Betts, Alexander. 2011. Introduction: Global Migration Governance. In *Idem* (Ed), *Global Migration Governance*. Oxford: Oxford University Press.

Session 13: Municipalities as Actors for Global Migration Governance

What are roles of local authorities in global migration governance? What is the Mayoral Forum on Human Mobility, Migration and Development and what is its role for global migration governance?

Guest lecture by Colleen Thouz, Director for Integration and Welcoming Communities at the International Migration Initiative of the Open Society Foundations and one of the initiators of the Mayoral Forum on Human Mobility, Migration and Development.

- Mayoral Forum on Human Mobility, Migration and Development, <http://www.migration4development.org/en/events/global-mayoral-forum>
 - Outcome documents:
 - Marrakech Mayors Declaration. Cities working together for migrants and refugees, adopted at the 5th Mayoral Forum on Human Mobility, Migration and Development, December 2018.
 - Quito Local Agenda on Migration and Development, adopted at the Second Mayoral Forum on Mobility, Migration and Development, December 2015.
- Brandt, Jessica. 2018. Implementing the Global Compact for Migration: Ideas for City Engagement. Policy Brief. Washington DC: Brookings.
- Allen-Ebrahimian, Bethany. 2017. U.S. Cities Want to Join U.N. Migration Talks That Trump Boycotted Urban centers want a seat at the table, even if the White House doesn't. Foreign Policy, December 5, 2017, <https://foreignpolicy.com/2017/12/05/u-s-cities-want-to-join-u-n-migration-talks-that-trump-boycotted/>

Supplementary reading:

- UNHCR. 2018. Policy Brief: The Global Compact on Refugees and the role of cities, 5th Global Mayoral Forum on Human Mobility, Migration and Development Marrakech, 8 December 2018.
- Brandt, Jessica, and Aarthi Gunasekaran. 2018. The Global Compact for Migration Needs to Hear From Cities. Citylab, July 9, 2018, www.citylab.com/perspective/2018/07/the-global-compact-for-migration-needs-to-hear-from-cities/564254/.

Session 14: The Future of Global Governance

The last session discusses the future potential of global governance. What are the gaps of current regimes? What would need to be done to make global governance regimes stronger, more effective, and accountable?

The session also ties together the various aspects of Global Governance discussed during the semester. Please review your notes from the classes throughout the term. What concepts, interlinkages, normative approaches or facts stand out for you? Thus, what are your “take-away” points from the semester?

In addition, the last session also highlights the intersection of the two issues areas covered in this course: migration and climate change and the lack of global governance regimes. Review the Paris Agreement to see how human mobility is included and the Global Compact for Migration to understand references to climate change.

- Draft UNGA resolution on climate-change induced displacement.
- Zetter, Roger, and James Morrissey. 2014. The Environment-mobility Nexus. In: Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds), *The Oxford Handbook of Refugee and Forced Migration Studies* (Chapter 27), pp. 342-354.
- Goldin, Ian. 2013. *Divided Nations: Why Global Governance is failing and what we can do about it*. Oxford: Oxford University Press (Chapter 5: What can be done?).
- Patrick, Stewart M. 2019. As Negotiations Stumble, the Rationale for a Global Environmental Pact Grows. *World Politics Review*, Sept. 30, 2019, www.worldpoliticsreview.com/articles/28225/even-as-negotiations-stumble-the-rationale-for-a-global-environmental-pact-grows.

Supplementary reading:

- Commission on Global Governance. 1995. *Our Global Neighbourhood*. Oxford: Oxford University Press (Chapter 7: A Call to Action).
- Buzdugan, Stephen, and Anthony Payne. 2016. *The Long Battle for Global Governance*. Oxon: Routledge (Conclusion: Global governance amidst great uncertainty, pp. 171-179).

Resources

The university provides many resources to help students achieve academic excellence. These resources include:

- The **University Libraries**: <http://library.columbia.edu>.
- Please make extensive use of the extremely valuable **CLIO search engine** at <https://clio.columbia.edu> that provides excellent and easily searchable resources, such as full-text, electronic academic journal articles and ebooks, as well as references to books and other references in CU libraries. This should be your first stop for any research activity.
- **University Disabilities Services**: Reasonable disability accommodations are adjustments to policies, practices and procedures that “level the playing field” for students with disabilities, as long as such adjustments do not lessen academic or programmatic requirements. Accommodation plans and services are designed to match the disability-related needs of each student, and are determined according to documented needs and the student’s program requirements. Accommodations are determined case by case, after Disability Services (DS) considers both the student’s needs as described in their disability documentation and the technical academic standards of their course or program. In order to request accommodations, students must complete the DS registration process. For more information, see <https://health.columbia.edu/disability-accommodations-and-services>

Academic Integrity Statement

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean’s Disciplinary Procedures. Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research: Cut and paste the following link into your browser to view the Code of Academic & Professional Conduct online. <http://bulletin.columbia.edu/sipa/academic-policies/> Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.