



## STUDY PROGRAMME

1. POL  
2. MATA

## ACADEMIC YEAR

2022 - 2023

## SEMESTER

Second

## COURSE TITLE

**International Governance: Actors, Mechanisms and Challenges**

## COURSE PROFESSOR

**Catherine HOFFLER**

## COURSE ASSISTANT

**Miguel SILVA**

## NATURE OF COURSE (COMPULSORY, OPTIONAL)

1. Optional  
2. Optional

## LANGUAGE OF INSTRUCTION

English

## ECTS CREDITS

5

## 1. COURSE OBJECTIVE

An important number of issues, among which for instance climate change, humanitarian interventions and the working conditions of garment or care workers, are no longer regulated by states and/or at the national level only. Norms such as international agreements and corporate codes of conduct apply beyond national borders. They shape what governments can or want to do, how firms produce and sell products across the globe, as well as how people live every day, or alternatively, die. Interdependence has risen and with it, the attempts at regulating those issues which national governments cannot handle alone. However, the questioning of NATO's relevance, the COVID-19 pandemic and the international politics of vaccine production and distribution that unfolded, or else the invasion of Ukraine stand as examples of how international governance in different policy domains is currently being challenged.

This course serves as an introduction to the analysis of international (and global) governance, understood in broad terms as these organizations and regulations by which a variety of actors engage in regulating societies beyond the nation state. While they retain major influence in the international system, states are indeed no longer – if they ever were – the only or most influential actors. States must cooperate with one another, but also cooperate and negotiate with private actors such as firms, NGOs or transnational networks. Similarly, national policies based on states' authority and coercive resources are hardly useful when private actors can take the exit route and avoid national regulations or when problems require coordinated action. International governance has expanded greatly over the last decades, based on ever more complex institutions, instruments and rules, including numerous actors, state and non-state actors, and covering an ever-larger set of policy domains. While post-Second World War institutions form the basis of liberal multilateral cooperation, other organisations, state-led or



private, have emerged, challenging or complementing pre-existing frameworks. Attempts to regulate issues characterized by high interdependence raise hard questions with important political implications: Who governs when nobody governs? In the absence of state-like authority, how to cooperate, decide on common rules and implement them? What is the future of international governance?

This course is articulated around five sections, which will be analysed throughout the semester (Six hours per section):

- 1) What is international governance?
- 2) Who governs international governance? Actors and power relations
- 3) Organizations, processes and instruments of international governance
- 4) Legitimacy and challenges
- 5) Thematic applications: fields of international governance; conclusions

The first section presents the foundational elements of the course: How to define international governance and global governance? How to locate them historically? Why have states engaged in cooperation and designed multilateral institutions?

The second section deals with the core question of power relations: who governs (when nobody does)? Given the lack of central authoritative power at the international level, who are the actors that matter in global governance? This section will highlight the variety of actors involved beyond the public/private dichotomy. It will provide a framework to analyse when (at what stage) and how different actors can influence international governance.

The third section seeks to shed light onto how international governance works: it serves as an introduction to the organisations, processes and instruments of international governance. To do so, it focuses on a number of key features of international governance, such as for instance compliance (do actors respect the rules and why?), issue linkages (when two different issues are being tied together, e.g. migrations and security), institutional overlap (the existence of different organisations with comparable mandate/membership/resources) and regime complexity (what happens when different international organisations claim competence over the same issue?). Those dynamics are particularly important to understand current political conflicts and the future of multilateral cooperation.

The fourth section interrogates issues of legitimacy of international governance and the various challenges international organisations and rules are currently facing. While democratic political regimes are supposed to find their legitimacy in elections, international rules and organisations do not: are they therefore illegitimate? What are the definitions of legitimacy that do, can or should apply to international governance? The latter has indeed been met with rising opposition, be it from transnational social movements (think anti-G7 summits), or from anti-globalization sentiments or anti-capitalist political views held by citizens and national political parties. But organisations and rules of international governance are also being opposed by some governments challenging existing institutional arrangements (for instance, China). A thorough understanding of international governance therefore requires to take a serious look into these challenges and their implications for the future of multilateral cooperation.

The fifth section will be devoted to the presentation and discussion of specific issue areas of international governance. Students will gather in different groups, each tackling a different question/policy field such as climate change/environment, anti-terrorism/security, gender equality/gender and LGBTQI+, Covid/health. Each group will be asked to present its theme, based on the



categories and questions provided by the first four sections: 1) What is international governance in the field of climate change? 2) What are the main actors involved? Who governs? 3) Elaborate on one or two noteworthy organizational features, for instance the type of instruments used to regulate carbon emissions and its efficiency 4) What are the challenges to existing institutions? How legitimate are they and in what sense?

This course aims to provide empirical knowledge about the forms and workings of international governance, as well as analytical skills to enable the students to interrogate, analyse and potentially ultimately engage with these dynamics.

## 2. LEARNING OUTCOMES

These learning outcomes link up with the following programme-specific learning outcomes:

- Students possess a pluri-disciplinary understanding of European integration, allowing them to understand fully the nature, dynamics and functioning of the EU system.
- Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.).
- Students recognize the normative assumptions and implications of theories of European integration.
- Students can communicate in both French and English in an academic or professional context.
- Students can analyse the process and actors of EU policy-making at different levels of governance and can reflect on potential developments.
- Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies.
- Students are able to analyse, in a limited amount of time, complex and new issues, by finding and investigating various sources of information and delivering an analytical and critical synthesis.
- Students are capable of working as part of a complex project, individually or collectively, and they develop skills of planning, organisation, prioritisation and time management.
- Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences.
- Students are capable of evolving in a multi-cultural context and of taking into account the variety of political systems, institutional logics and cultural backgrounds.

For MATA students, the following MATA programme-specific learning outcomes are relevant:

- The graduate masters the most important theoretical approaches and concepts of, depending on his or her disciplinary focus, Economics, International Relations and Diplomacy Studies, Legal Studies and/or Political Science relevant for the analysis of transatlantic affairs.
- The graduate has insights into historical, political, legal and economic aspects of transatlantic affairs as well as into those policy areas that are of essential importance to transatlantic affairs. He or she can use these insights to contextualize and interpret new developments.



- The graduate can approach the field of transatlantic affairs in a broad sense analytically by assessing the challenges in this domain with an open mind for diversity and for complex situations.
- The graduate has the ability to critically reflect upon problems regarding an extensive range of transatlantic affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team.
- The graduate is capable of processing a large amount of information and appropriately analyse relevant sources depending on his or her disciplinary focus within a short period of time and of suggesting possible actions that contribute to problem-solving in a creative way.

### 3. COURSE CONTENTS

This course is articulated around five sections, which will be analysed throughout the semester (six hours per section):

- 1) What is international governance?
- 2) Who governs international governance? Actors and power relations
- 3) Organizations, processes and instruments of international governance
- 4) Legitimacy and challenges
- 5) Thematic applications: fields of international governance

The course will be concentrated so as to tackle one section per week (presumably over two days – to be defined later). For more details regarding each section, please refer to the section “Course objectives” (see above). More details will be given later in the year regarding the organization of sessions.

### 4. TEACHING METHOD(S)

This course combines different teaching methods. Sessions will include lecturing time as well as discussions between students and the Professor. Students are required to do the preparatory readings in order to critically engage in class discussions. Class discussions can take different forms and can be based on different materials (pros/cons debate, comparison of scientific texts, analysis of policy materials). Depending on their availability and sanitary conditions, experts may intervene on particular policy topics. At the end of the semester, students will do an oral presentation in class on their governance area. Students are strongly encouraged to attend and prepare well sessions, in order to make the most of the course: it is organised in a way to promote exchanges and discussions, not as a pure lecture. Course material will be uploaded on the College intranet.

These different methods will allow students to sharpen their analytical skills as well as to enhance their empirical knowledge on how international governance works and on a specific field of governance of their choice. They will do so through various written and oral exercises. The aim is to provide them with transversal skills and knowledge and with more specific ones. Both are necessary to be able to understand as well as to engage critically and innovatively with governance issues.



## 5. COURSE MATERIAL

For a full list of readings, please consult the Course Outline.

### Introductory readings\*:

Eilstrup-Sangiovanni, Mette, and Stephanie C. Hofmann. 2020. 'Of the Contemporary Global Order, Crisis, and Change'. *Journal of European Public Policy* 27(7):1077–89. doi: [10.1080/13501763.2019.1678665](https://doi.org/10.1080/13501763.2019.1678665).

Guzzini, Stefano, ed. 2012. *The Diffusion of Power in Global Governance: International Political Economy Meets Foucault*. Basingstoke, Hampshire: Palgrave Macmillan.

Mazower, Mark. *Governing the world: the history of an idea*. New York: The Penguin Press, 2012.

Orsini, Amandine, et al.. 2020. 'Forum: Complex Systems and International Governance'. *International Studies Review* 22(4):1008–38. doi: [10.1093/isr/viz005](https://doi.org/10.1093/isr/viz005).

Rosenau, James N., and Ernst Otto Czempiel, eds. 1992. *Governance without Government: Order and Change in World Politics*. Cambridge [England]; New York: Cambridge University Press.

Weiss, Thomas G., Wilkinson, Rorden. *International organization and global governance*. Milton Park, Abingdon, Oxon; New York, NY: Routledge, 2018

*\*This bibliography has been put together by the Professor. The formatting of the references does not necessarily correspond to the referencing rules applicable in the Department.*

## 6. EVALUATION

This course requires students to participate actively in class (through discussions and a collective oral presentation in class), to write a short paper and to pass a final written examination\*.

- 1) **Active oral participation in class** (10%): Students are warmly encouraged to arrive on time, attend class and participate *actively* and in a *constructive manner* in class discussions.
- 2) **Written assignment: Analytical paper** (20%): Each student will have to submit a written assignment in the semester. This written assignment will focus on one of these course sections: actors and power relations, organizations and instruments, or legitimacy. The student will have to answer a few questions in the paper, dealing with topics covered in the preparatory readings *and* in class discussions. Questions will be given beforehand. The written assignment is meant to allow students to critically assess what they understood and took away from one specific section, as well as to formulate their own position on certain issues.
- 3) **Oral thematic presentation** (20%): Students are required to prepare and give an oral presentation in class, in group, on a field of governance or a more precise issue (case study) Examples of them could be collective security (use of force, peacemaking, etc), environmental governance (climate change, deforestation, etc). The presentation is organized in two parts. The first part should be descriptive: it presents the main actors, historical developments, organisations and rules in place. The second part addresses one or two questions dealt with throughout the semester, applied to the case study - for instance, what is the impact of private actors, how to explain poor/successful implementation, or else, why is an agreement (TTIP) or an IO (IMF) being criticized as being illegitimate?



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- 4) **Oral final exam** (50%): The final exam will take the form of one question to be answered orally in 10 minutes, followed by questions for 10 minutes. The student will have 15 minutes to prepare his/her answer. Questions will be broad: they will not make it necessary for students to know specific aspects of the course by heart but will require students to reflect on and articulate various aspects of the course to formulate their analysis. The final exam will be based on readings and course material (discussions, experts' presentations, oral presentations, class exercises, etc). Questions following the presentation will focus on the student's presentation, as well as on other parts of the course.

Assessment at second attempt: During the second examination session, the course is assessed 100% on the basis of a written resit exam.

*\*The grading modalities may be subject to change depending on the evolution of the sanitary situation.*