

**Global Governance
Undergraduate Lecture**
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Course Description:

International organizations govern many aspects of international relations, from conflict to trade to environmental resources. Globalization and global governance have defined the “liberal international order,” which has shaped international politics since the end of WWII. Yet with the recent rise of populism, nationalism, and regional geopolitics, this order appears to be in crisis. This course explores theories of global governance, explaining the advent of the liberal order and examining the events that have put it in crisis. We begin by discussing features of institutional design, and then trace these features through several different international organizations and regimes. The course includes a multi-day simulation where students negotiate an environmental agreement from the perspectives of major states.

Course Goals:

This course teaches students to:

- Understand the features of global governance;
- Critically read and analyze primary and secondary sources;
- Analyze and understand political science scholarship;
- Apply these skills to historical examples of global governance and current events.

Requirements:

You do not need any background knowledge about the subjects we will cover, but you **are** expected to complete all readings and assignments. Students are also expected to **read the news** every day of the course, keeping up to date with current events, especially as they relate to global governance. Doing so will make our class discussions much more interesting and fruitful! We will often communicate through **e-mail**, which means you are expected to check your email **daily**.

Availability:

Office hours are **Tuesdays, 11:30-1:30** in **Encina Central Room 434**. Sign up for office hours here: <https://www.wejoinin.com/lsukin@stanford.edu>. Sign-ups help reduce wait times and allow the instructor to prepare for each meeting. If you cannot make any of these times, please email me and we can schedule an alternative time.

I encourage you to utilize office hours for longer conversations, but you should also feel free to email me (particularly with any brief questions.) I will get back to you within 24 hours during the week and within 48 hours on weekends and holidays. Give yourself enough time to receive a reply. Please write emails in a professional manner.

Accommodations:

Please contact me if you have approved accommodations. Please include a copy of your accommodations letter. I will help facilitate these accommodations. Requested accommodations that are not approved by the Office of Accessible Education or a dean are unlikely to be granted. No extensions will be granted on assignments without clear, extenuating circumstances.

Assignments:

Midterm Exam (40%)

Students will complete an in-class midterm exam in Week 7. The exam will consist of multiple-choice questions, short answer questions, and one essay. It will cover material from the lectures and readings.

Simulation Participation (10%), Memo (15%), and Reflection (25%):

Students will participate in a simulation in Week 13. Students will be assigned to be representatives of different countries, and they will have to come together to negotiate an environmental agreement. Participation in the simulation constitutes 10% of your grade. Participation requires preparation!

Students will need to prepare for the simulation by writing a policy memo outlining their country's policies, goals, and strategy for the negotiations. These should be informed by course materials, but students should also do independent research on their countries. Memos should be 4-5 pages long (double-spaced, 12 pt. font, 1-inch margins, Times New Roman) and following the policy memo guidelines on Canvas. The memo constitutes 15% of your grade.

Students will also need to write a reflection after the close of the simulation. Students will analyze the characteristics of the final deal and evaluate the deal's effectiveness both generally and from the perspective of their assigned country. Students should explain why particular outcomes were reached. Reflections should be 8-10 pages long (double-spaced, 12 pt. font, 1-inch margins, Times New Roman). They should utilize class material, readings, and independent research. Detailed instructions and tips for the reflection are available on Canvas. The reflection constitutes 25% of your grade.

Readings and Course Participation (10%):

You are expected to complete all readings **before the class to which they are assigned**. Advice for reading and analyzing academic work in political science can be found in the "Reading in Political Science" guide on Canvas. Keep up to date with Canvas announcements throughout the course.

Attendance and Participation:

Do I have to come to class?

Attendance and participation make up 10% of your grade. Attendance and participation in both lecture and section are expected, unless you have an excused absence. If you will be unable to attend a class, be sure to notify your instructor in advance. Students with excused absences may

make up participation points by submitting a 2-page response memo on the course material for the missed class.

How is my participation evaluated?

To receive full credit for attendance, you must attend all lectures and sections, arrive on time, and participate in activities and discussions. Participation grades will be based on the quality, not on the quantity, of participation. Students who make an effort to prepare ahead of time, make thoughtful contributions, ask questions that further the conversation, and listen and respond to their classmates will do well. Sections will be primarily focused on exploring the readings in more detail. Completing the readings ahead of your section will therefore be essential to participating in section.

There are two exceptions to this policy:

- I expect students to do their best to engage even with material that may be unsettling. However, if you have any specific, strong triggers, please notify the instructor via email—that will allow you to exit the room if these topics arise.
- Some students are naturally talkative. Other students struggle to find their voice. Both types of students are welcome in this course. If you are of the latter type, I highly encourage being prepared for class by identifying elements of the course material that you find interesting, curious, problematic, etc. and preparing some discussion points. However, if, for any reason, you are not comfortable talking in class, you may choose to refrain from participation and instead send in a 2-page response paper with your thoughts on that day's class. Doing this will allow the instructor to understand what you know, what you are interested in, and what can be clarified or improved upon.

Will you cold-call students?

There may be situations in which I cold-call students. The purpose of cold calling is not to embarrass you! It is to encourage everyone to actively participate and to create an environment where everyone feels comfortable engaging. You should not be afraid of being wrong. Being wrong is an important part of academic inquiry.

What should I do to prepare for class?

You will need to have read the material ahead of time. I recommend that, as you go through the readings, you take notes. Whenever possible, we will try to tie the theoretical principles under study to current events and ongoing international political debates. Stay tied into the most recent developments in international politics so you can contribute substantively to discussions.

Can I use a computer during class?

Yes. However, the purpose of class is to engage with the material and with each other. Computers, phones, and tablets can distract from that goal. If you seem distracted by any technology, it is more likely that I will cold-call you! I will also ask you to put away anything that appears to be distracting.

On Politics & Controversy:

This is a politics class and some political issues will be inherently controversial. Our goal is to approach politics objectively, utilizing and analyzing the available resources. This is an environment for learning and debate, and I want all students to be able to express their thoughts as well as interact with and learn from their peers. Please be aware of and respectful of the fact that your peers may have different views from you. That being said, it is important to take care of yourself. While there will not be formal trigger warnings for readings or discussions, if any conversation becomes too difficult for you, you can take steps (like leaving the room) to alleviate that pressure without being penalized.

Re-Grade Policy:

Should you wish to have an assignment re-graded, you must submit a 1-page memo explaining why you are requesting a re-grade. Point to specific elements that you believe were graded incorrectly. Please note that re-grades can make your grade higher or lower. The new grade that you are assigned is permanent and cannot be changed.

Academic Integrity:

We take the honor code very seriously at Stanford and expect you to abide by it at all times. This means that you agree not to receive or give unpermitted aid on assignments or exams. You also agree not to plagiarize, either from outside sources or other students. The penalty for honor code violations is harsh and can include suspension.

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work.

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as their own or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for multiple violations (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

Academic dishonesty will not be tolerated in any form. Please refer to and uphold the Stanford Honor Code, noting especially the rules on plagiarism. You can find the Code here: <https://studentaffairs.stanford.edu/communitystandards/policy/honor-code>.

Additional Resources:

Hume Writing Center

You are encouraged to make use of the writing tutoring offered through the Hume Center, especially as you begin work on your term papers. <https://undergrad.stanford.edu/tutoring-support/hume-center/see-tutor>.

Library Research Support

These resources can help with research and papers: <https://library.stanford.edu/students>.

Diversity/First-Gen Resources

Stanford has many resources available for its students; you can find more information about resources for diverse and first-generation students here:

<https://undergrad.stanford.edu/advising/student-guides/diversity-and-first-gen-office>.

Tutoring and Academic Support

If you are falling behind in class, reach out to me! We can work through any issues you are having with the material. Moreover, there are a number of additional tutoring and support resources that you might find helpful: <https://undergrad.stanford.edu/tutoring-support/tutoring>.

Mental Health Resources

Counseling & Psychological Services at Vaden is available to assist with a wide range of mental health concerns. <https://vaden.stanford.edu/caps>.

Class Schedule:

Week 1: Introduction to International Institutions

- Lecture 1: History of Globalization
 - Eichengreen, Barry. *Globalizing Capital: A History of the International Monetary System*. Princeton, NJ: Princeton University Press. (1998): Chapters 1-4.
 - Milner, Helen and Bumba Mukherjee. “Democratization and Economic Globalization.” *Annual Review of Political Science* 12 (2009): 163–181.
 - “Six Essential International Organizations You Need to Know,” World 101 Series, Council on Foreign Relations. <https://world101.cfr.org/global-era-issues/globalization/six-essential-international-organizations-you-need-know>.
- Lecture 2: Public Goods and Common Resources
 - Dorsey, Kurk. “Putting a Ceiling on Sealing: Conservation and cooperation in the international arena, 1909-1911.” *Environmental History Review* 15, no. 3 (1991): 27-45.
 - Gareth Hardin, “The Tragedy of the Commons,” *Science* Vol. 162, Issue 3859, (1968): 1243-1248
 - “Ending the Tragedy of the Commons,” Interview with Elinor Ostrom, *Big Think*, April 23, 2012, <https://www.youtube.com/watch?v=Qr5Q3VvpI7w>.

Week 2: Features of International Institutions

- Lecture 1: Enforcement

- Davis, Christina. *Why Adjudicate? Enforcing Trade Rules in the WTO*. Princeton, NJ: Princeton Univ. Press. (2012): Chapters 6 & 8.
- Fearon, James. “Bargaining, Enforcement, and International Cooperation.” *International Organization* 52, no. 2 (1998): 269-305.
- Lohmann, Susanne. “Linkage Politics.” *Journal of Conflict Resolution* 41, no. 1 (1997): 38–67.
- Martin Poulter, “Lessons from the Prisoner’s Dilemma,” Economics Network Interactive Tutorials, (2003): Modules 1-7.
<https://www.economicsnetwork.ac.uk/archive/poulter/pd.htm>.
- Lecture 2: Flexibility
 - Rosendorff, Peter and Helen Milner. “The Optimal Design of International Trade Institutions: Uncertainty and Escape.” *International Organization* 55, no. 4 (2001): 829–857.
 - Kucik, Jeffrey and Eric Reinhardt. “Does Flexibility Promote Cooperation? An Application to the Global Trade Regime.” *International Organization* 62 (2008): 477–505.
 - Keohane, Robert and David Victor. “The Regime Complex for Climate Change.” *Perspectives on Politics* 9, no. 1 (2011): 7-23.
 - Rejane Fredrick, “The Environment that Racism Built,” *Center for American Progress*, May 10, 2018.
<https://www.americanprogress.org/issues/race/news/2018/05/10/450703/environment-racism-built/>.

Week 3: Features of International Institutions

- Lecture 1: Transparency
 - Keohane, Robert and Lisa Martin. “The Promise of Institutional Theory.” *International Security* 20, no. 1 (1995): 39-51.
 - Kaplow, Louis. “Rules Versus Standards: An economic analysis.” *Duke Law Journal* 42 (1992): 557.
 - Hale, Thomas. “Transparency, accountability, and global governance.” *Global Governance: A Review of Multilateralism and International Organizations* 14, no. 1 (2008): 73-94.
- Lecture 2: Distribution of Power
 - Gowa, Joanne and Edward Mansfield. “Power Politics and International Trade.” *American Political Science Review* 87, no. 2 (1993): 408–420.
 - Keohane, Robert. *After Hegemony*. Princeton, NJ: Princeton University Press. (1984): Chapters 1, 4–6.
 - Mearsheimer, John. “The False Promise of International Institutions.” *International Security* 19, no. 3 (1994): 5–49.

Week 4: Features of International Institutions

- Lecture 1: Norms and Ideas
 - Barnett, Michael and Martha Finnemore. “The Politics, Power, and Pathologies of International Organizations.” *International Organization* 53, no. 4 (1999): 699–732.

- Morrison, James Ashley. “Shocking Intellectual Austerity: The Role of Ideas in the Demise of the Gold Standard in Britain.” *International Organization* 70, no. 1 (2016): 175–207.
- Martha Finnemore, *The Purpose of Intervention: Changing Beliefs about the Use of Force*, Ithaca, NY: Cornell University Press, (2003): Chapter 3.
- Dower, John. *War Without Mercy: Race and Power in the Pacific War*. New York: Pantheon Books, (1986): 3-33.
- Zvobgo, Kelebogile and Meredith Loken. “Why Race Matters in International Relations.” *Foreign Policy*. June 19, 2020.
- Lecture 2: Interests and Domestic Politics
 - Hafner-Burton, Emilie, Brad L. LeVeck, David G. Victor, and James H. Fowler. “Decision Maker Preferences for International Legal Cooperation.” *International Organization* 68 (2014): 845-876.
 - Bailey, Michael, Judith Goldstein, and Barry R. Weingast. “The Institutional Roots of American Trade Policy: Politics, Coalitions, and International Trade.” *World Politics* 49, no. 3 (1997): 309–338.
 - Putnam, Robert. “Diplomacy and Domestic Politics: The Logic of Two-Level Games.” *International Organization* 42, no. 3 (1988): 427–460.
 - Brett Ashley Leeds, Michaela Mattes, and Jeremy S. Vogel, “Interests, Institutions, and the Reliability of International Commitments,” *American Journal of Political Science* 53, no. 2 (2009): 461-476.
 - Look through the “Lobbying Data Summary” at OpenSecrets.org (<https://www.opensecrets.org/federal-lobbying>.) Write 1-2 paragraphs on your conclusions from this data in the Canvas Discussion post.

Week 5: Challenges to Globalization

- Lecture 1: Protectionism
 - Mayda, Anna, and Dani Rodrik. “Why Are Some People (and Countries) More Protectionist Than Others?” *European Economic Review* 49, no. 6 (2005): 1393–430.
 - Alt, James and Michael Gilligan. “The Political Economy of Trading States: Factor Specificity, Collective Action Problems, and Domestic Political Institutions.” *Journal of Political Philosophy* 2, no. 2 (1994): 165–192.
- Lecture 2: Populism
 - Berman, Sheri. “Populism is Not Fascism,” *Foreign Affairs*, November/December 2016.
 - Norris, Pippa, and Inglehart, Ron. 2016. “Trump, Brexit, and the Rise of Populism Economic HaveNots and Cultural Backlash.” Kennedy School Faculty Research Working Paper Series 16-026.
 - Graham, Carol. “Unhappiness in America,” Brookings Institute, May 27, 2016.
 - Copelovitch, Mark, and Jon Pevehouse. “International Organizations in a New Era of Populist Nationalism.” *The Review of International Organizations* (2019): 1-18.
 - Mair, Peter. “Political Opposition and the European Union,” *Government and Opposition*, 42, no. 1 (2007): 1-17.

Week 6: United Nations

- Lecture 1: United Nations
 - Inis Claude, *Swords into Plowshares*, Random House, (1956): Ch. 2-3.
 - UN Charter, <https://www.un.org/en/charter-united-nations/>
 - John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security* 23 (Winter 1998/99), pp. 43-78.
 - Erik Voeten, "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force," *International Organization* 59 (Summer 2005), pp. 527-557.
- Lecture 2: United Nations Security Council
 - Michael Glennon, "Why the Security Council Failed," *Foreign Affairs* 82, no. 3 (May/June 2003):16-35; and "Staying Alive: The Rumors of the UN's Death Have Been Exaggerated," Responses to Glennon by Luck, Slaughter, Hurd, *Foreign Affairs* (July/August 2003).
 - Paul Williams, "The Security Council's Peacekeeping Trilemma," *International Affairs*, (March 2020), pp. 479-499.
 - Sukin, Lauren and Allen Weiner. "Self-Defense and Justifications for the Use of Force." 2020. Working Paper.
 - Explore the [UNSC website](#). Write 1-2 paragraphs on your observations in the Canvas Discussion post.

Week 7: Collective Defense

- Lecture 1: Warsaw Pact & NATO
 - Thomas Risse-Kappen, "Collective Identity in a Democratic Community: The Case of NATO," *Domestic Politics and Norm Diffusion in International Relations*, Taylor & Francis. (2016): 357-99.
 - Chu, Jonathan. "Social Cues by International Organizations." 2019. Working Paper.
 - Hemmer, Christopher, and Peter Katzenstein. "Why Is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism." *International Organization* 56, no. 3 (2002): 575-607.
 - Watch "NATO and the North Atlantic: Revitalizing Collective Defense," Panel Conversation from Center for Strategic and International Studies, March 23, 2017, https://www.youtube.com/watch?v=_dLTS0t49Mw.
- Lecture 2: **Midterm Exam**

Week 8: Laws of Warfare and Refugee Protections

- Lecture 1: Geneva Conventions
 - Morrow, James D. "When Do States Follow the Laws of War?" *American Political Science Review* 101:3 (August 2007), pp. 559-572.
 - Selections from "Torture Memos," see Canvas for PDFs.
 - Geneva Conventions I, II, IV & Additional Protocols I & II, <https://www.icrc.org/en/document/geneva-conventions-1949-additional-protocols>.
 - Sukin, Lauren. "The United States Treats Migrants Worse Than Prisoners of War." *Foreign Policy*. July 26, 2019.
- Lecture 2: UNHCR

- Sonia Shah, “Climate Change Will Drive People Across Borders,” *Foreign Affairs*, July 29, 2020.
- Crisp, Jeffrey. “Mind the gap! UNHCR, humanitarian assistance and the development process.” *International Migration Review* 35, no. 1 (2001): 168-191.
- Loescher, Gil. “The UNHCR and World Politics: State interests vs. institutional autonomy.” *International Migration Review* 35, no. 1 (2001): 33-56.

Week 9: International Political Economy Part I

- Lecture 1: IMF
 - Broz, Lawrence and Jeffry Frieden. “The Political Economy of International Monetary Relations.” *Annual Review of Political Science* 4, no. 1 (2001): 317–343.
 - Borensztein, Eduardo and Ugo Panizza. “The Costs of Sovereign Default.” *IMF Staff Papers* 56 (2009): 683–714.
 - Lipsy, Phillip. “Explaining Institutional Change: Policy Areas, Outside Options, and the Bretton Woods Institutions.” *American Journal of Political Science* 59, no. 2 (2015): 341–56.
 - Martin Ravallion, “The World Bank: Why It Is Still Needed and Why It Still Disappoints.” *Journal of Economic Perspectives*, 30, no. 1 (2016): 7-94.
- Lecture 2: GATT
 - Bagwell, Kyle, & Robert Staiger. “An Economic Theory of GATT.” *American Economic Review* 89, no. 1 (1999): 215–248.
 - Staiger, Robert and Guido Tabellini. “Do GATT Rules Help Governments Make Domestic Commitments?” *Economics and Politics* 11, no. 2 (1999): 109–144.
 - Busch, Marc and Eric Reinhardt. “The evolution of GATT/WTO dispute settlement.” *Trade Policy Research* 143 (2003).
 - “Trade War and Peace,” *Planet Money Podcast*, March 5, 2017, <https://www.npr.org/sections/money/2019/03/05/700531269/trade-war-and-peace>.

Week 10: International Political Economy Part II

- Lecture 1: WTO
 - Subramanian, Arvind, & Shang-Jin Wei. “The WTO Promotes Trade, Strongly but Unevenly.” *Journal of International Economics* 72, no. 1 (2007): 151–75.
 - Narlikar, Amrita. “Fairness in International Trade Negotiations: Developing countries in the GATT and WTO.” *World Economy* 29, no. 8 (2006): 1005-1029.
 - Limão, Nuno. “Preferential trade agreements as stumbling blocks for multilateral trade liberalization: Evidence for the United States.” *American Economic Review* 96, no. 3 (2006): 896-914.
- Lecture 2: Sanctions
 - Marinov, Nikolay. “Do Economic Sanctions Destabilize Country Leaders?” *American Journal of Political Science* 49, no. 3 (2005): 564–76.
 - Drezner, Daniel W. “Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice.” *International Studies Review* 13, no. 1 (2011) 96–108.
 - Miller, Nicholas. “The Secret Success of Nonproliferation Sanctions.” *International Organization* 68, no. 4 (2014): 913-944.

- Dashti-Gibson, Jaleh, Patricia Davis, & Benjamin Radcliff. “On the Determinants of the Success of Economic Sanctions: An Empirical Analysis.” *American Journal of Political Science* 41, no. 2 (1997): 608–18.
- Pape, Robert. “Why Economic Sanctions Do Not Work.” *International Security* 22, no. 2 (1997): 90–136.
- Klotz, Audie. “Norms Reconstituting Interests: Global Racial Equality and US Sanctions Against South Africa.” *International Organization* 49, no. 3 (1995): 451-478.

Week 11: Nuclear Weapons

- Lecture 1: Arms Control
 - Schelling, Thomas C. "What went wrong with arms control?" *Foreign Affairs* 64, no. 2 (1985): 219-233.
 - Morrow, James D. “Electoral and congressional incentives and arms control.” *Journal of Conflict Resolution* 35, no. 2 (1991): 245-265.
 - Stoll, Richard J., and William McAndrew. “Negotiating strategic arms control, 1969-1979: Modeling the bargaining process.” *Journal of Conflict Resolution* 30, no. 2 (1986): 315-326.
 - Sukin, Lauren. “Nuclear Cooperation Agreements as a Nonproliferation Tool.”
 - “The Future of Open Skies,” *Arms Control Wonk Podcast*, December 12, 2019, <https://www.armscontrolwonk.com/archive/1208573/the-future-of-opens-skies/>.
- Lecture 2: NPT and the Ban Treaty
 - Bunn, George. “The Nuclear Nonproliferation Treaty: History and Current Problems.” *Arms Control Today* 33, no. 10 (2003).
 - Fuhrmann, Matthew, and Yonatan Lupu. “Do Arms Control Treaties Work? Assessing the effectiveness of the nuclear nonproliferation treaty.” *International Studies Quarterly* 60, no. 3 (2016): 530-539.
 - Sukin, Lauren. “Strategies of Nuclear Nonproliferation towards Allies of Nuclear States.”
 - Sloss, David. “It's Not Broken, So Don't Fix It: The International Atomic Energy Agency Safeguards System and the Nuclear Nonproliferation Treaty.” *Va. J. Int'l L.* 35 (1994).
 - Tannenwald, “Justice and Fairness in the Nuclear Nonproliferation Regime,” *Ethics and International Affairs* 27, no. 3 (2013).

Week 12: Growing Challenges in Global Governance

- Lecture 1: WHO
 - Colin McInnes, “Global Health Governance,” *Oxford Handbook of Global Health Politics* (2019): 1-17.
 - “What Does the World Health Organization Do?” Council on Foreign Relations, June 1, 2020.
 - Eyal Benvenisti, “The WHO – Destined to Fail? Political Cooperation and the COVID 19 Pandemic,” Cambridge Faculty of Law Research Paper, June 30, 2020.

- Allyn Taylor and Roojin Habibi, “The Collapse of Global Cooperation Under the WHO International Health Regulations at the Outset of COVID-19: Sculpting the Future of Global Health Governance,” *ASIL Insights* 25, no. 15 (2020).
- Kirby, Jen. “Interview with Kelley Lee: How to Fix the WHO According to an Expert.” VOX. May 29, 2020. <https://www.vox.com/2020/4/19/21224305/world-health-organization-trump-reform-q-a>.
- Lecture 2: The Environment (*Note: Simulation memos are due today!*)
 - Barrett, Scott. *Environment and Statecraft: The Strategy of Environmental Policy Making*, New York: Oxford Univ. Press. (2003): 49–84.
 - Wapner, Paul. “Politics Beyond the State: Environmental Activism and World Civic Politics.” *World Politics* 47, no. 3 (1995): 311–340.
 - Tingley, Dustin, & Michael Tomz. “Conditional Cooperation and Climate Change.” *Comparative Political Studies* 47, no. 3 (2014): 344-368.
 - Sprinz, Detlef, & Tapani Vaahtoranta. “The Interest-Based Explanation of International Environmental Policy.” *International Organization* 48, no. 1 (1994): 77–105.
 - Joshua Busby, “The Warming World: Why Climate Change Matters More than Anything Else,” *Foreign Affairs*, July/August 2018.
 - Watch one documentary on climate change from this list: <https://medium.com/uncclearn/the-7-most-epic-climate-change-documentaries-abd52e3ddf64>. Write 1-2 paragraphs on your observations on the Canvas Discussion page.

Week 13: Simulation—Climate Change Negotiations

- The simulation will take place this week during the time usually reserved for lecture. In addition, you will be asked to arrange two preparatory and one concluding meeting with your delegation. There will be no sections this week.

Week 14: Reading Period

- Work on your simulation reflections.

Week 15: Finals Period

- Simulation reflections are due!