MUN102H1S: Global Innovation II: Governing Global Public Goods (Winter 2016)

Seminars: Tuesdays 2pm-4pm, OI 8170
Professor: Teresa Kramarz (teresa.kramarz@utoronto.ca)
Telephone: (416) 946-8825
Office: Munk School of Global Affairs, Observatory Bldg, room 211
Office Hours: Tuesdays 10am-12pm or by appointment
Program Assistant: Kevin Rowley (munk.one@utoronto.ca)

Blackboard: The course syllabus and assignment instructions are available on Blackboard. Course readings and links to resources are also available. From time to time, we will also post announcements or other articles or links of interest. **Students are responsible for checking Blackboard regularly.**

---

**Course Objectives**

This year we focus on researching global problems and devising potential solutions that can produce desirable public goods. In this course, we focus on how to implement those solutions through governments, markets and communities.

The first objective of this course is to familiarize students with the concept of global public goods, the different mechanisms that can provide these goods and the challenges that emerge from lacking incentives to secure their provision. Governing public goods has been an age-old concern for social scientists and policymakers alike. This is not surprising since the provision of global public goods is riddled by problems of collective action. To this end, the course will introduce foundational theories from economics, sociology, political science and philosophy to help us understand different types of governance mechanisms and how they may be used to scale global solutions. Theories can help us explain the tensions between cooperating for the public good at the expense of sacrificing individual goals, or why certain areas of our lives, like the Internet, seem to produce public goods without any formal mechanism of cooperation.

The second objective is to use our class and subject of study as an arena to model and practice the kind of learning that is expected of university students. The main skills that the course will help students target and develop are: research (finding, evaluating and assimilating reliable information); writing (developing ideas into logically written arguments); and critical analysis of arguments presented in the readings and debated in class (this includes identifying the key assumptions that are implicit in different theories as well as inherent in our own positions on various questions related to governance).

**NOTE:** If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible (www.accessibility.utoronto.ca).
Course Text Book: Our class will be using *Theories of Social Order: A Reader*, Second Edition, 2009, Edited by Michael Hechter and Christine Horne. Additional readings will be posted in Blackboard under “Course Readings”.

Email: Students who wish to communicate via email are welcome to do so. Please note the following guidelines:

- Use a “utoronto” account to ensure receipt of messages
- Use full sentences and proper grammar when composing messages
- Ensure your questions/comments are clear and comprehensible
- Do not email panicked questions about an assignment the night before it’s due
- Avoid unnecessary questions by first consulting the syllabus. I will endeavor to answer emails as soon as I can – sometimes right away, sometimes within 48 hours. Longer questions are best dealt with in office hours. Please note that I cannot proofread assignments via email before they are due.

Assignment Due Dates and Submission Guidelines
Your overall course grade is meant to assess your academic performance inside and outside of the classroom (relative to the course materials). A variety of assessment/grading tools were designed to assess your knowledge, skills and achievement of the course objectives; they are presented in the table below, then each of them is described briefly in the sections that follow.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay proposal (2-3 pages)</td>
<td>Seminar 4</td>
<td>20%</td>
</tr>
<tr>
<td>Essay (8-10 pages)</td>
<td>Seminar 9</td>
<td>30%</td>
</tr>
<tr>
<td>In class test</td>
<td>Seminar 12</td>
<td>25%</td>
</tr>
<tr>
<td>Active participation: Class discussion and exercises</td>
<td>Every week</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Essay proposal:** This will be two-three pages (not including cover and bibliography), double-spaced in length and include the following elements: a clearly articulated thesis, an outline of main points you intend to cover and academic sources you expect to consult. You MUST adhere to these format requirements: the proposal is to be typed, 12-point Times New Roman, double-spaced, 1” (2.5 cm) margins. Staple your assignment in the upper left-hand corner. Use Chicago style citation. To ensure a consistent and correct style refer to these quick use sheets [http://ctl.utsc.utoronto.ca/twc/citations](http://ctl.utsc.utoronto.ca/twc/citations).

**Essay:** This is a research essay of 8-10 pages (not including cover and bibliography) that incorporates the feedback received from the essay proposal. You MUST adhere to the same format requirements as with the proposal.

**In class test:** This is a two-hour test on the last day of classes that will evaluate comprehension, analysis and application of the readings and debates we discussed throughout the semester.

**Active Participation (discussion and class exercises):** Active participation is a key component of this course. While there is a seminar discussion in every class, there is also usually some form of interactive exercise, which requires written or verbal reflection. You are expected to do the assigned readings before the class and come to class prepared to ask questions, engage in discussion and participate in various exercises. This type of participation implies reasoned, thoughtful and informed contributions to this course. **NOTE:** If you wish to further contribute to your class discussion grade, and subject to availability of the required class time, you can choose to present with a teammate a
critical response to one of our class readings following the format of Munk Debates. Consult the Professor for instructions and to set a date as soon as possible.

**Important Term Work Policies**

All assignments are due **at the beginning of class**. Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. If you know that you cannot make it to class when an assignment is due, you must make prior arrangements to hand in the work before the beginning of class on the assignment due date.

It is also the student's responsibility to keep rough and draft work and hard copies of their paper and take-home assignment until the marked assignments have been returned. Requests for special consideration will not be granted for students who have failed to keep copies of their work.

Students will not be given make-up tests or assignment extensions due to travel (employment, vacations, and weddings), other personal/professional commitments or because you are busy with other coursework.

**Late Penalties:** The essay proposal and final essay will incur a penalty of 2% per day (including weekends) for assignments handed in late (**i.e. after 10:10 a.m. on the day the paper is due**) to a maximum of 20%, after which the assignment will no longer be accepted and will be given a mark of zero. Given the nature of the reading log assignment, the weekly log entries will not be accepted for a grade after the beginning of each class.

Essay extensions will be granted based on legitimate medical or compassionate grounds only. Students should discuss their situation with the Professor **before** the submission deadline. Requests for special consideration and proper documentation (such as the U of T medical form etc.) must be submitted no later than one week after the due date. I accept a UofT medical certificate only. The Medical Certificate must indicate that the doctor diagnosed and treated you when you were ill; it cannot just report that you told the doctor after-the-fact that you were ill previously.

**Remarking term work policy:** Requests for “remarks” must be submitted in writing within two weeks of the date the graded assignment was made available to students. Late requests will not be accepted. To request a remark, you must submit a written explanation detailing precisely why you believe your assignment should receive a different grade. Any remarking will involve the entire assignment, not simply the questions or portion you believe were scored improperly. Note that in the course of remarking your assignment, the Professor may discover errors that were not originally detected on the paper or test. As a result, it is possible that your revised mark may go down, rather than going up or staying the same. The revised mark stands.

**Course Policy on Classroom Courtesy**

Students are encouraged to ask questions and participate critically in debate. Some of the topics we will discuss are sensitive in nature, it is important that we respect views different from our own. As part of that respect, please be mindful of the fact that the class is not intended as a place for partisan debate. Comments that are racist, sexist, homophobic or otherwise disrespectful or offensive will not be tolerated.

In order to ensure that class is a productive and enjoyable experience for everyone, please observe the additional rules of classroom courtesy:
1. Except for laptop computers, all other electronic devices such as cell phones, PDAs, CD/MP3 players, and other similar devices must be silenced and put away during class. If you need to keep your cell phone switched on because you anticipate an urgent phone call or message, please inform the Professor before the beginning of class.

2. Give your full attention to class. Laptop computers should be used only for taking notes. Please refrain from reading extraneous materials during class meetings.

3. Avoid disrupting class with unnecessary arrivals and departures from the classroom.

4. Make an effort to arrive promptly, and wait until break or the end of class before leaving the classroom for non-essential phone calls and other similar purposes.

5. Professional note-takers are not permitted in class. All guests must be cleared with the Professor.

6. Address other students, and the Professor courteously at all times.

**Academic Integrity**

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

**In papers and assignments:**
- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the Professor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

**On tests and exams:**
- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

**Misrepresentation:**
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.
- Falsifying institutional documents or grades.
- Signing attendance reports on behalf of other students.

Any instance of suspected academic dishonesty will be reported to the appropriate University authorities. For further information on “How Not to Plagiarize”, you might find Margaret Proctor’s guide helpful – click “Using sources” in the advice link: [http://www.writing.utoronto.ca/advice](http://www.writing.utoronto.ca/advice)
Seminar Schedule and Weekly Readings

Seminar 1 – January 12: What is the Commons? What are Global Public Goods?

Seminar 2 – January 19: Defining the Governance Problem - Exploring Solutions for Cooperation
This week we start to explore the tragedy of the commons and solutions for securing the provision of global public goods. We will consider three general governance models: coordination that is imposed from the top-down, generated from the bottom-up and created through social norms.

Recommended Reading:

Seminar 3 – January 26: Debating the Nature of Human Nature
Can public goods be secured without power? Consider how “state of nature” arguments tacitly presuppose a certain context of material scarcity coupled with surplus that has to be defended. That’s arguably where power inevitably comes into the discussion. But could the necessity for power have entered into the evolutionary picture with the shift from hunter-gather societies (low population density, abundant resources, no need for hierarchy) to agricultural ones? See the debate between Pinker versus Ryan and Jethá.

Required Reading:

Recommended Reading
Governing Global Public Goods from the Top-Down

Seminar 4 – February 2: Regulating Activity for Prosperity
How do governments assemble and organize their populations? How do laws and institutions emerge? How is authority enforced? What are the advantages and disadvantages of this form of governance for the provision of global public goods?

Required Reading:

Recommended Reading:

Seminar 5 – February 9: Control versus Freedom in Hierarchies
How do we balance our need to secure public goods with our desire for individual freedoms? Does global coordination mean we must give up individual autonomy? Or, as Amartya Sen has argued, are individual freedoms “quintessentially a social product”?

Required Reading
February 16: READING WEEK

Governing Global Public Goods from the Bottom-Up

Seminar 6 – February 23: Spontaneous governance

**Required Reading:**


Seminar 7 – March 1: Laissez Faire

**Required Reading:**


Seminar 8 – March 8: Rational Choice

**Required Reading:**


**Governing Global Public Goods without Governments or Markets**

**Seminar 9 – March 15: Social Norms, Social Capital and Social Coordination**

Consider how and why rules, norms and expectations emerge?

*Required Reading:*


*Recommended Reading:*


**Seminar 10 - March 22: Governance mechanisms and social divisions**

How do states,’ markets’ and social mechanisms of coordination relate to divisions of race, ethnicity, gender, class and age? What mechanisms to secure public goods also serve to reinforce existing power structures?

*Required Reading:*


**Seminar 11 – March 29: Sustaining and enforcing norms through day-to-day interactions**

*Required Reading:***


- Elinor Ostrom: [http://youtu.be/ByXM47Ri1Kc](http://youtu.be/ByXM47Ri1Kc)

**Seminar 12 – April 5: Class test**

- We will have a final test of the concepts and debates that we have read and discussed this semester.