

Lesson Plan – Welcome Session

1. Introduce myself

- a. Name
- b. Where I'm from
- c. What I research

2. Introduce yourself

- a. Name
- b. Why did you take the class or what do you want to learn?

3. Ice Breaker

- a. Go to the Left if ...
 - i. You are a major in Global Studies
 - ii. You are a senior
 - iii. You are a junior
 - iv. You are friends with someone from outside the US
- b. Find other people who speak a foreign language and organize each other by foreign language – if you only speak English, which language do you want to learn
- c. Line up: have travelled outside the US – from closest to furthest country or US State
- d. Line up: by the most exotic/unusual food you have ever eaten

4. Syllabus

- Please read the syllabus

Questions on Syllabus

- What assignment make up your grade?
- How are assignments graded?
- What happens if you fail an assi
- What do you need to do to pass Module 1?
- How do you know you passed Module 2?
- What happens if you never show up for class?
- Can you submit assignments late? If so, how late and what is the penalty?
- When are assignments due? What's the ONLY exception?
- How do you get an A?
- How do you earn a C-?
- When are my office hours?

Why do you go to office hours?

What do professors do when they are not teaching class?

5. Questions?

Lesson Plan – Welcome Session

6. Government Exercise

- What is government?

Government = a governing body of a nation, state, or community that has the authority or power ruling over people

- Name examples of government.
- What are the levels of government?
- What are two dominant forms of government?

Democracy vs. dictatorship > what are the defining differences

- What are functions of government?
 - Public goods and services
 - Social insurance programs
 - Law and order
 - Public assistance programs
 - Making laws
 - Ensuring economic stability
- Who are government actors?

Lesson Plan – Intro to Governance

Actively Preparing (Readings)

1. What were the main things you learned from the readings?
2. What question do you still have?

Have them answer the question first by themselves and then pair up to compare notes and decide the most important take-aways from the readings

Write down all the questions on the board and assign each question to a pair to answer them together.

Rehearsing information (quote)

“Global Governance is doing internationally what governments do at home”

Remember: What is a government

- Governing body of a state with power/authority over people
- Branches of government: Executive, Legislative, Judiciary
- Functions of government:
 - Public goods and services
 - Social insurance programs
 - Law and order
 - Public assistance programs
 - Making laws
 - Ensuring economic stability
- Government actors: president/prime minister, elected officials, bureaucrats
- Other actors: civil society (foundations, activists, NGOs), press, business interests

Translate the elements of government into governance terms:

- What is the governing body?
 - Trick question! There is none.
- What are the branches of government = Pieces of Governance
 - International structures and mechanism: IGO, NGOs
 - Int'l laws and norms (treaties, convention, judicial decisions)
 - int'l norms and soft laws (frameworks, UN resolutions)
 - international regimes
 - Ad hoc groups, global conference
 - Private governance/ private-public relationship
- What functions does governance provide?
 - Information creation and exchange
 - Establishment of norms/principles to guide int'l behavior
 - Influence domestic behavior of states
 - Provide dispute resolution
 - Adoption of codes/rules/laws

- Resource allocation
- Provision of technical assistance/development programs
- Maintain peace and security
- Who are the actors?
 - States
 - Sub nations/local jurisdiction
 - Transnational/trans government networks of actors
 - IGOs
 - INGOs
 - Experts and epistemic communities
 - Multi-stakeholders (network of actors, like TANS)
 - Multinational corporation (transnational corporations)

What is the main difference between government and governance?

“Governance is governing without government”

- Governance = (In)formal values, norms, practices, and institutions
 - Missing hierarchy of a state, instead networks of actors, norms, rules, and institutions
 - Goal: collective problem solving
- Limited compliance with collective decisions
 - logic of collective action – everyone would be better off cooperating but incentives to free-ride >> *why did the US leave the Paris Deal?*
 - No enforcement authority – enforcement depends on states themselves >> *why is no one stopping the ethnic cleansing, war crimes happening in Syria?*
- Challenges:
 - Legitimacy – following norms because desire to be considered a legitimate member of int’l community
 - Accountability/Transparency – reporting, explain reasons for action etc.
 - Effectiveness – what works?

LP – State

Announcement: new chance for RR (week 2)

Recall

1. Summarize most important things for a student who missed last class
2. Work in pairs
3. Write down on white board

Not all States are created equal > Hierarchy of States

1. Draw a country from my stash
2. Tell students to line up from least to most powerful
3. Ask them about decision process:
 - a. By what criteria did they decide what powerful means?
 - b. What are possible criteria? Military, Economy, Technology/Innovation, Population, Resources ...
 - c. How would the line look differently when different criteria are applied?
4. Hierarchy of States: great, middle, small powers

States Behavior Changes

1. States must decide whether to utilize economic sanctions against:
 - a. China for its treatment of Uighurs (education camps, organ trafficking etc)
 - b. Myanmar for its treatment of Rohingya
2. States must decide whether to approve military action against Syria for war crimes and crimes against humanity
3. States must decide whether to ratify a treaty that prohibits drone warfare

Instructions:

- Go to left corner if you agree
- Go to right corner if you disagree
- Tell me why you chose the corner

Discuss: which states are relevant players changes across time and subject

3: 30 pm – Public Opinion Survey

Recap: State power is relative

1. Permanent 5 with veto power in UN Security Council > matter more than other states
2. Hierarchy of states:
 - a. Great powers: US, China, Russia
 - b. Middle powers: Brazil, India, Germany, Japan, Scandinavia, Canada
 - c. Small powers: Global South
3. Which states are important regarding ...
 - a. Humanitarian Interventions
 - b. Development and Aid
 - c. Economy and Trade
 - d. Human Rights

Are States the most important actors in Global Governance?

Arguments for states:

1. Key organizing principle in the international system is **sovereignty**
2. Powerful states can **violate international laws** without consequences
 - a. Can you name examples?
3. IGOs **can only exist when states create them**

Analytical Paper

1. Distribute grading rubric
2. Have students read them and start researching their area for analytical paper
3. Have students create outline for paper

Please submit the paper as a word document on Moodle.

GRADING GUIDELINES - State

Category	Criteria	Pass/Fail
Analysis	The description of the governance area is clear and compelling	
	You provide a clear discussion of the role of the state in general in your governance area, e.g. how important is the state's involvement in your governance area? Why or why not is this GG piece important?	
Critical and Analytical Thinking	You have discussed the role of specific states in a manner that shows that you understood why some states are more important than others; or alternatively, why states only play a minimal role in your area.	
Research	Cites both outside sources and class material	
	Incorporates relevant and appropriate sources	
	Uses consistent and correct citations format (Chicago Style for Citations)	
	Includes bibliography	
Structure	Structure includes an introduction, main part, and conclusion	
	Introduction: states main purpose of paper and outlines the parts of the paper	
	Main part: each paragraph includes supporting evidence for each argument	
	Conclusion: Strong review of presented argument	
Language and Style	Applies formatting guidelines correctly	
	Consistently meets expectations for Standard Edited US English for both grammar and punctuation	
	Demonstrates evidence of proof reading	
	Language used is formal and appropriate for an academic paper	
	Sentences are clear, comprehensible, and concise (one thought – one sentence rule)	
Overall Assessment		

Lesson Plan – IGOs

Peer review

1. Distribute students in pairs and have them grade each others' assignments
2. Have students give each other feedback why they failed a category
3. Give students the option to redo the analytical paper based on peer feedback

Group work – what are Intergovernmental Organizations?

1. Define IGOs:
 - a. have at least three nation-states as members
 - b. have activities in several states
 - c. created through formal intergovernmental agreement: treaty, charter or statute
2. Functions of IGOs:
 - a. **Informational**: collect and disperse information
 - b. **Forum**: negotiation
 - c. **Dispute** settlement
 - d. **Supervision**: monitor state behavior, compliance with rules
 - e. **Operational**: allocate resources, financial assistance
 - f. **Rule Creation**: draft legally binding treaties, create norms
3. Name 5 examples of IGOs

Start preparation for Mini UN Model Simulation

1. Assign students a country each
2. Have students read through information
3. Have students start researching questions on worksheet 1
 - a. CIA World Factbook: <http://www.cia.gov/library/publications/the-world-factbook/index.html>
 - b. BBC Country Profiles: http://news.bbc.co.uk/2/hi/country_profiles/default.stm
 - c. US Department of State Background Notes: <http://www.state.gov/r/pa/ei/bgn/>
4. Follow procedural rules as outlined in lesson plan
5. Announce extra-credit at end of session

Lesson Plan – IGOs

Discussion – Can IGOs be independent actors?

- ▶ Watch: A day in the life of UN Secretary General
<https://www.youtube.com/watch?v=dUR0gzFg2ss&t=26s>

Answer based on the video:

1. Who acts on behalf of the IGO – independent of the state?
 - a. **Secretary & Secretariat members:** UN Secretary General, UN High Commissioner of Refugees and Human Rights, President of the World Bank, President of the European Commission
 - b. International **Civil Servants**
2. What are they doing?
 - a. persuade states to act
 - b. coordinate efforts of different groups
 - c. provide diplomatic skills to secure agreements
 - d. ensure effectiveness of programs

UN Conferences

1. UN Environmental Conference Nairobi: 2014, 2016, 2017
2. Questions:
 - a. Who is part of the conference? Which 'pieces' of governance?
 - b. What topics were discussed each year?

- ▶ Watch: <https://www.youtube.com/watch?v=UlwzlyHSIAc> (3 minutes)

- ▶ Watch: https://www.youtube.com/watch?v=la7J6k_jyYo (3 minutes)

Class Wrapper

1. Ask students to summarize the most important points of the lecture, then review those summaries together
2. Ask students what they found most confusing and review that together

Work on analytical papers

1. What is the role of IGOs in your issue?
 - a. Why are they important or not important?
2. Which IGOs are most important?
 - a. Why?
3. What is the role of IGOs?
 - a. Do they provide funding?
 - b. Provide information?
 - c. Develop treaties?
 - d. Other roles?

Please submit the paper as a word document on Moodle.

GRADING GUIDELINES - IGOs

Category	Criteria	Pass/Fail
Analysis	You provide a clear discussion of the role of IGOs in general in your governance area, e.g. how important are IGOs in your governance area?	
Critical and Analytical Thinking	You have discussed the role of one specific IGO:	
	<ul style="list-style-type: none"> • Which states belong to the IGO • When was the IGO founded? 	
	<ul style="list-style-type: none"> • What are the objectives of the IGO • What type of activities does the IGO engage in to achieve its objective? 	
	<ul style="list-style-type: none"> • What are the strengths of the IGO? • What are the weaknesses of the IGO? 	
Research	Cites both outside sources and class material	
	Incorporates relevant and appropriate sources	
	Uses consistent and correct citations format (Chicago Style for Citations)	
	Includes bibliography	
Structure	Structure includes an introduction, main part, and conclusion	
	Introduction: states main purpose of paper and outlines the parts of the paper	
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Overall Assessment		

Lesson Plan – Non State Actors (INGOs)

Review: Analytical paper states

1. If you have received a revise and resubmit – please visit the writing center before you resubmit the paper
2. If you have only minor revisions – please visit me during office hours
3. You have until closed week to submit the revisions

Welcome Sarah Ivory!

Introduce Sarah

- Immigration and Refugee expert
- US President of USA Hello since 2018
- Sarah joined USAHello's Board of Directors in 2016 where she served on the programs committee and most recently in the role of Vice Chair. As a nonprofit leader who has spent over a decade working with and on behalf of immigrant and refugee communities in the US, the mission of USAHello resonated with Sarah immediately. Prior to joining USAHello, Sarah worked in the refugee and immigrant integration field in various capacities from a case manager helping the mostly newly arrived refugees access basic needs, to a BIA Accredited immigration legal services provider to starting and running her own resettlement program in Greensboro, NC. In her most recent role in the sector, Sarah worked at the national level leading CWS' network of 8 direct resettlement offices along the East Coast.
- Sarah brings with her an understanding of the assets that newcomers bring, the challenges that they face, and the systems that immigrants navigate in the US. Her leadership experience in the non-profit sector will benefit USAHello as the organization continues to grow in its next chapter. Most importantly, Sarah brings a deep commitment to the values and mission of USAHello.
- *She has a B.A. in International Relations from Boston University, a Certificate in Non-Profit Management from High Point University and is a graduate of the Center for Creative Leadership's Executive Director's Academy.*

Sarah Talk followed by Q&A from students

Question: what is the most important part that you learned from Sarah's presentation and how does it link to the readings on non-state actors and non-governmental organizations?

Discussion: What questions do you have from the readings?

1. Come up and write them on the board
2. Answer each question

If free time: Ask me questions re: revise and resubmit for analytical papers

Lesson Plan – Non-State Actors (MNC)

Bookend: At the start, for example, you might ask students to write a note to an imaginary classmate who missed the last class, summarizing what was covered.

Discussion: MNC are a force for good in global politics vs. MNC are a force for evil in global politics

1. Write down your initial thoughts for assigned statement
2. Prepare an opening statement with your group that makes your case (1-2 minutes)
3. Prepare 2-3 statements going into greater detail why your argument is right – give specific examples >> *rotate between pro and con*
4. Rebuttal – discuss with your group and come up with a 1 minute rebuttal

Create: Based on the discussion you just had and based on the reading on the UN Global Compact – get together in pairs and create your own Code of Conduct for MNCs in your area of expertise

1. Child Labor & Education
2. Human Trafficking
3. International Trade & Renewable Energy
4. Income Inequality & Economic Aid
5. Genocide/Ethnic Cleansing
6. Women's Rights & Indigenous Peoples

Directions for your global compact:

1. Determine a set of principles that are at the heart of your compass
2. Establish 1-3 specific actions that MNC need to undertake to meet your principles
3. How would you monitor progress and compliance with your compass?

If free time: Ask me questions re: revise and resubmit for analytical papers

Lesson Plan – TANS

Recap readings – assign one question to a pair of students – Use readings to answer questions

1. What are TANS?
 - a. Interactive networks of non-state actors, states, and international organizations motivated by values rather than material concerns or professional norms
 - b. IGOS, INGOs, States

2. When do TANS emerge?
 - a. Channels between domestic groups and their gov'ts broke down > **boomerang effect** is necessary to produce change
 - b. Activists believe that international networking will **amplify their message**
 - c. **Int'l conferences** and other forms of int'l contacts create arenas for forming and strengthening networks

3. What do TANS do?
 - a. Contribute to **norm emergence and maintenance** > Introduce **new ideas/norms/discourse** informing policy debates
 - b.
 - c. Support **norm implementation**: pressure target actors to adopt new policies, monitor compliance
 - d. Support **regional and international integration**
 - e. Build links between civil societies, state, and IGOs > increases opportunities for **dialogue and exchange**
 - f. **Provide international resources** to new domestic actors (particularly environment and human rights areas)
 - g. Sources of **information and testimony**

4. How important are and what is the role of NGOs in TANS?
 - a. Crucial actors
 - b. Initiating action and pressure powerful actors
 - i. Introduce new ideas
 - ii. Provide information
 - iii. Lobby for policy change

5. How do TANS work:
 - a. ISSUE Framing:
 - i. make issue comprehensible to audience
 - ii. Attract attention and encourage action
 - iii. Fit them into favorable venues
 - b. Influence policy outcomes
 - c. Transform terms/nature of debate

6. Issue Saliience

- a. **Issue attributes:** nature of victims, nature of harm caused, nature of perpetrators, number of victims/problem scope, cultural sensitivity of issue >> short causal link
- b. **Actor attributes:** prestige and credibility in issue area plus norm entrepreneurs
- c. **Adopter attributes:** cost-benefit analysis for IOs when deciding agenda setting (organization mandate, funding, expertise, program fit, preferences both from private and gov't funders, effect on existing coalitions), likelihood of success
- d. **Network effects:** power dynamics and fit with existing agendas, inability to pass the buck (clear responsibility of one specific TAN), bandwagon/contagion effect from big to small organizations
- e. **Broader context:** institutional contexts and windows of opportunity, life cycle theory

7. What effects do TANs have?

- a. They challenge the traditional boundaries and practices of national sovereignty
 - i. They blur the line between state's relation and their own citizens
 - ii. They blur the lines between recourses that states and citizens have to the international system
- b. They can have lasting effects on the foundations of international order and interactions
 - i. Create policy change
 - ii. Advocate and instigate changes how international order operates
- c. They are key factors in explaining changes in international politics if they are successful.

Application: does a TAN exists in your governance area and if so – what does it look like?

- Which major actors exist in your area?
- What prompted emergence of your TAN?
- What type of activities does your TAN engage in?
- Which stage of influence does your TAN work in?

Lesson Plan – Individuals

Watch: Make the World Greta Again (Full Documentary) – 33 mins

Questions for documentary (see sheet below)

What is the role of individuals in Global Governance?

1. Philanthropy
2. Noble Peace Prize Winners
3. Change makers:
 - a. Henry Dunant > Red Cross
 - b. Raphael Lemkin > Convention against Genocide
 - c. Suffragettes
 - d. Elanor Roosevelt: UNHR
 - e. Swanee Hunt: inclusive security/women in conflict
 - f. Kofi Anan: R2P
4. Bad influence: terrorists, warlords etc.

Impact of Social Media

1. What about you?
 - a. Name 2 political or social issues you posted about on social media
 - b. What are the 2 most recent political or social issues in your newsfeed?
2. Possibilities:
 - a. Coordination of mass demonstration and protests
 - b. Organization tool for political movements
 - c. Spreading of (unknown) information
3. Can you think of social media campaigns with global issues?
 - a. Ouster of President Joseph Estrada (Philippines)
 - b. Arab Spring
 - c. Games for Change: Free Rice
 - d. #BringBackOurGirls
 - e. Half the Sky Game: donations and awareness
4. Social media as democratization of politics:
 - a. Democratization of policy debates
 - b. participate outside official policy debate channels and institutions
 - c. Gather information from wide variety of sources
 - d. Wide range of (global) participants
5. Problems of social media:
 - a. Slacktivism
 - b. Virtual Savior

Lesson Plan – Individuals

<p>Who are the individuals at the center of the documentary?</p>	
<p>Are they rooted cosmopolitans? Why?</p>	
<p>What is the global governance issue addressed?</p>	
<p>What do the individuals demand?</p>	
<p>How is this individual raising awareness about global governance issue?</p>	

Lesson Plan – Individuals

<p>How has the movement spread? How far has it spread?</p>	
<p>What is the role of social media?</p>	
<p>How important is the role of individuals and can individuals impact change?</p>	
<p>What are other individuals you know of who engage in activism in global governance?</p>	

Please submit the paper as a word document on Moodle.

GRADING GUIDELINES – Non-State Actor

Category	Criteria	Pass/Fail
Analysis	You provide a clear discussion of the role of non-state actors overall in your governance area, e.g. how important is the involvement of non-state actors in your governance area? Why or why not is this GG piece important?	
Critical and Analytical Thinking	You have discussed the role of specific non-state actor in a manner that shows that you understood why this non-state actor is particularly important to your governance area.	
Research	Cites both outside sources and class material	
	Incorporates relevant and appropriate sources	
	Uses consistent and correct citations format (Chicago Style for Citations)	
	Includes bibliography	
Structure	Structure includes an introduction, main part, and conclusion	
	Introduction: states main purpose of paper and outlines the parts of the paper	
	Main part: each paragraph includes supporting evidence for each argument	
	Conclusion: Strong review of presented argument	
Language and Style	Applies formatting guidelines correctly	
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	Demonstrates evidence of proof reading	
	Language used is formal and appropriate for an academic paper	
	Sentences are clear, comprehensible, and concise (one thought – one sentence rule)	
Overall Assessment		

Lesson Plan – Norms and International Law

Norm cycle – what is it?

In groups – describe each stage of the norm cycle:

1. Norm Emergence (Group 1)
2. Norm Cascade (Group 2)
3. Internationalization (Group 3)

Have each group write down what happens in each stage on the board.

TABLE 1. *Stages of norms*

	<i>Stage 1 Norm emergence</i>	<i>Stage 2 Norm cascade</i>	<i>Stage 3 Internalization</i>
<i>Actors</i>	Norm entrepreneurs with organizational platforms	States, international organizations, networks	Law, professions, bureaucracy
<i>Motives</i>	Altruism, empathy, ideational, commitment	Legitimacy, reputation, esteem	Conformity
<i>Dominant mechanisms</i>	Persuasion	Socialization, institutionalization, demonstration	Habit, institutionalization

Application: Campaign to Ban Landmines

Watch: ICBL 20th Anniversary Video (9 minutes)

Watch: Creating a Landmine-Free World (23 minutes) – The Agenda with Steve Paikin
OR A Conversation with Jody Williams: Women War and Hope (24 minutes)

How to read and dissect journal article

1. Everyone read: *Enforcers beyond Borders: Transnational NGOs and the Enforcement of International Law*
2. While reading – highlight the following parts and mark on the side what the highlights refer to:
 - a. Research Question(s)
 - b. Main argument (hypothesis)
 - c. Evidence brought to bear (evidence)
 - d. Main findings
3. In class: go over each segment and have students write a summary of the article based on the highlights

Application: Have each student work on their governance area

1. What is the dominant norm in your governance area?
2. Where in the norm cycle is your norm at the moment? Why?

Group discussion: How do norms differ from international law?

- Codification
- Legally binding
- Consequences for breaking law – what are the problems with law enforcement and sanctioning?

Application: which are the main international law treaties in your global governance area?

1. What is the treaty about?
2. When was the treaty established?
3. Which states are party to the treaty?
4. How effective is your treaty? Why?

>> Report back to group about your assessment

Please submit the paper as a word document on Moodle.

GRADING GUIDELINES – Int'l Law/Norms

Category	Criteria	Pass/Fail
Analysis	You provide a clear discussion of the overall role of international laws and norms in your governance area, e.g. how important are int'l laws and norms in your governance area? Why or why not is this GG piece important?	
	How many international treaties exist in your governance area and what specific issues do they address?	
Critical and Analytical Thinking	You have discussed the role of a specific international law treaty in a manner that shows that you understood why this treaty is particularly important to your governance area.	
	<ul style="list-style-type: none"> • What is the objective of the treaty? • How many states have ratified the treaty? • What do states commit themselves to do? • How does the treaty monitor compliance? • How effective is the treaty? 	
Research	Cites both outside sources and class material	
	Incorporates relevant and appropriate sources	
	Uses consistent and correct citations format (Chicago Style for Citations)	
	Includes bibliography	
Structure	Structure includes an introduction, main part, and conclusion	
	Introduction: states main purpose of paper and outlines the parts of the paper	
	Main part: each paragraph includes supporting evidence for each argument	
	Conclusion: Strong review of presented argument	
Language and Style	Applies formatting guidelines correctly	
	Consistently meets expectations for Standard Edited US English for both grammar and punctuation	
	Demonstrates evidence of proof reading	
	Language used is formal and appropriate for an academic paper	
	Sentences are clear, comprehensible, and concise (one thought – one sentence rule)	
Overall Assessment		

FINAL PAPER GUIDELINES

Please read through the guidelines carefully. Mark the due date in your calendars.

Deadline for the final paper: [fill in]

Submission: Please email me your paper as a word document (not google word!) to ochmall@isu.edu - if you do not receive an email confirmation by me within 24 hours, please email me again.

Late Submission Policy: see syllabus

Format/Layout Requirements

- Length: 10 pages (excluding bibliography)
- Times New Roman, font size 12, double space and one-inch margins on all sides
- Insert your name in the header
- Insert page numbers on bottom right of footer

Final Paper Assignment

You will write your final paper on the global governance area incorporating and improving upon the analytical papers you have written in class before. The paper needs to include references to both class readings and outside material. Please address the following elements:

1. What global governance problem exist in your issue area?
2. What are the main actors in your issue area?
3. What role do states play? Which states are the most important actors and why?
4. What role do IGO play? Which IGOs are the most important actors and why?
5. What roles do, NGOs play? Which NGOs are the most important actors and why?
6. Does a transnational movement exist?
7. Are particular individuals prominent and very active?
8. How successful is the web of governance in addressing and solving the specified problems?
9. What are your suggestions on how global governance in your issue area can be improved?

GRADING GUIDELINES

Category	Criteria	Score
Purpose of paper	<ul style="list-style-type: none"> - The description of the governance issue is clear and compelling - The description of the governance structure is clear and compelling - Each governance piece is addressed and evaluated in your issue area 	/30
Critical and Analytical Thinking	<ul style="list-style-type: none"> - The evaluation of the governance structure is clear and identifies weaknesses and strengths in a concise manner - You discuss each piece of governance and relate it to the overall governance structure - Paper demonstrates that you have thought deeply about the issue 	/20
Research	<ul style="list-style-type: none"> - Cites both outside sources and class material - Incorporates relevant and appropriate sources - Uses consistent and correct citations format (Chicago Style for Citations) - Includes bibliography 	/20
Structure	<ul style="list-style-type: none"> - Structure includes an introduction, main part, and conclusion - Introduction: states main purpose of paper and outlines the parts of the paper - Main part: headings and sub-headings clearly relate to the purpose and analysis of the paper - Conclusion: Strong review of presented argument 	/20
Language and Style	<ul style="list-style-type: none"> - Applies formatting guidelines correctly - Adheres to page limit - Consistently meets expectations for Standard Edited US English for both grammar and punctuation - Sentences are clear, comprehensible, and concise (one thought – one sentence rule) - Demonstrates evidence of proof reading - Language used is formal and appropriate for an academic paper 	
Overall Score		/100

4. Evaluation of Global Governance:	1	2	3	4	5
▪ Presented existing solutions					
▪ Identified strengths and weaknesses of existing solutions					
▪ Defined 'success' and critically discussed criteria used					
5. Suggestions for Improvements:	1	2	3	4	5
▪ Presents solutions to identified shortcomings					
▪ Critically discusses the challenges involved in solving the problem					

INDIVIDUAL POINTS (20 max)

1. Presentation style	1	2	3	4	5
▪ Was it delivered extemporaneously? (knew their material, used minor notes, and did not read it to us !)					
▪ Language used was appropriate and clear?					
2. Delivery	1	2	3	4	5
▪ Eye contact					
▪ Volume, vocal variety					
▪ Nonverbal body language (fidgeting, posture, gestures, etc.)					
▪ Verbal fillers (ah, um)					
▪ Did the speakers show sincerity or enthusiasm when they spoke?					
3. Presentation Slides	1	2	3	4	5
▪ Usefulness: helped to explain, clarify, create interest, etc.					
▪ Spelling and Grammar					
▪ Appearance: large enough, professional looking					
4. Preparation	1	2	3	4	5
▪ Preparation apparent					
▪ Practice apparent					

GRADE OR ASSIGNED POINTS _____

COMMENTS: