



Beyond the Classroom Living and Learning Program

UNIV 389G: Beyond the Classroom Seminar III *Solving Converging Global Crises: The Role of the United Nations and Civil Society in Advancing Global Governance*

Grade Method: REG/P-F/AUD (3 credits)
Section 0101; 1102 South Campus Commons, Building 1
Thursdays, 3:30-6:00 pm, Spring Semester 2014

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Course Overview

The recent global economic and financial crisis has underscored the need to understand other emerging global crises that are interrelated, and to develop effective approaches for action. What are the key converging global crises that threaten human security and planetary systems that must be solved in the next 30 years? How do we develop integrated approaches and effective solutions that cut across these converging global crises? Specifically, how do we understand the cross-cutting factors that affect climate change, health epidemics, HIV/AIDS, environmental decline, poverty, unemployment, the economic recession as well as energy, food and water shortages? In order to solve these cross-sectoral and inter-connected issues, key actors from international organizations, government and civil society need to work together to develop joint, integrated solutions to these global issues and converging crises. The purpose of this multi-disciplinary research seminar is to enable students to explore how the United Nations and civil society organizations can work together to help inform and advance this critical research agenda and implement effective solutions to these converging global crises.

This multi-disciplinary seminar will enable students to develop their leadership skills by working collaboratively with their peers on a joint research and civic action project to understand the scope and magnitude of key global crises, the inter-connections among these crises, and the possibilities for developing effective solutions. Students will do collaborative research on the inter-connections among key global issues and prepare a joint report for presentation to a Global Civic Forum involving key leaders. Students' research will be showcased in Beyond the Classroom's *Democratic Approaches to Global Governance (DAGG) newsletter*.

The Challenge and Inspiration

The Need for Immediate, Integrated Action on Climate Change

"The world has to act now on climate change or face devastating economic consequences." – Sir Nicholas Stern, (2006) *The Stern Review, UK*.

The Need to Reform the Global Governance System

...[T]here is a tight nexus between reform of individual international institutions and reform of the global governance system and its apex institutions. Without progress on both fronts the international system will not have the capacity to provide the world's population with adequate responses to the issues of health, education, gender equality, environmental sustainability, poverty reduction, financial stability, economic growth, human rights, good governance, and personal security. If the international system does not develop the capacity to meet the challenges of the global age, it will fail to have 'practical meaning,' and it will falter and slip behind in meeting humanity's hopes and expectations." – Colin I. Bradford, Jr., and Johannes F. Linn, eds., (2007), *Global Governance Reform: Breaking the Stalemate*. Washington, DC: Brookings Institution, pp. 130-131.

On the Moral Responsibility to Act:

"It is the responsibility of all citizens to prevent us from sleepwalking into another avoidable catastrophe that our children would have to face." – Paul Collier, (2007). *The Bottom Billion*. New York: Oxford University Press, p. 176.

"A crisis is a terrible thing to waste" – Hazel Henderson, economist.

Embracing Crisis and Change as an Opportunity for Renewal

"We need a new approach to the great challenges we are confronting.... We need to be comfortable with constant change, radical surprises, and even breakdown, because these are now inevitable features of our world, and we must constantly anticipate a wide variety of futures. With a prospective mind we'll be better able to turn surprise and breakdown, when they happen, to our advantage. In other words, we'll be better able to achieve what I call catagenesis – the creative renewal of our technologies, institutions, and societies in the aftermath of breakdown." – Thomas Homer-Dixon, (2006), *The Upside of Down*, p. 268.

Course Expectations

Students are expected to participate actively in framing and shaping discussion and to reflect critically on the key concepts and ideas presented in the readings and discussion. Students are encouraged draw on both their own academic and experiential insights to understand the main dimensions affecting the possibilities for transforming leadership for effective engagement on global issues. Some seminar time will be devoted to collaborative group project meetings to define priorities, clarify roles and responsibilities, and delegate tasks for joint civic projects

Course Learning Outcomes

Students who successfully complete this course will fulfill the following learning outcomes and will be able to:

1. *Engage in knowledge building, problem-solving and critical thinking about vital civic and policy issues at the global level;*
2. *Understand and apply the concept of global civic engagement and strategies for enhancing civic action and advancing global governance by undertaking participatory action research that addresses complex global trends and issues;*
3. *Develop their leadership capacities and skills for fostering civil discourse and effective professional practices in the civil society sector;*
4. *Identify the key civic values, attitudes and expectations that motivate them personally as well as others to engage in global leadership and civic action;*
5. *Engage in effective communication (i.e., writing, class discussion, and presentations) and outreach to key stakeholders to increase awareness about key global crises.*

Assessment and Grading:

Assessment of student performance will be based on the following course requirements.

Item	Course Requirement	Format	Weighting (percent)	Relevant Learning Outcomes	Due Date
1.	Participation in Seminar Participate in Civic Events <i>(2 Civic Learning Events)</i>	<ul style="list-style-type: none">• On-line commentary• Active Class Discussion	20 percent	1-5	<ul style="list-style-type: none">• Comment on Canvas each week, weeks 2-11
2.	Interview with Key Actors on Global Crises	<ul style="list-style-type: none">• Interview Questions• Analysis	20 percent	1-5	<ul style="list-style-type: none">• March 13, 2014• April 7, 2014
3.	Civic Project Research Design and Literature Review	<ul style="list-style-type: none">• Issue Brief• Research Strategy• Action Plan	20 percent	1-5	<ul style="list-style-type: none">• March 6, 2014• March (in class)• April 24, 2014
4.	Civic Project Final Paper (collaborative project)	<ul style="list-style-type: none">• 12-15 pages (team)	20 percent	1-5	May 8, 2014
5.	Civic Project Presentation (team presentation)	<ul style="list-style-type: none">• Global Civic Forum	20 percent	1-5	Friday, May 2, 2014

Participation in Class Discussion: *You must regularly come prepared to participate actively in discussions, both on-line and in class! Based on each week's readings, you will write a brief commentary (1-2 paragraph) that addresses the key questions:*

- *How should we frame this issue?*
- *How can global civic action solve this issue?*

Your participation will be on how your participation, in terms of comments, ideas and questions, helps to enhance and to advance our overall collective understanding through critical discussion and listening. The occasional good question or thoughtful comment on the material being discussed will serve us all better than unsupported opinions. I use the following criteria to assign the participation component of your overall grade.

A = Highly Effective Participant: *Insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.*

B = Consistent Participant: *Thoughtful questions and comments; clearly does the reading.*

C = Occasional Participant: *Regularly attend class; sporadic involvement in discussions; often based on personal opinion rather than analysis of class material.*

D = Observer: *Regularly attend class, but does not get involved in class discussions.*

F = Occasional Observer: *Sporadic attendance; no participation in class.*

Course Requirements:

Students will conduct, both individually and as part of a group, a research project using the model of civic-based participatory research. Students are expected to engage in systematic inquiry, identifying and applying relevant methodological approaches that are most appropriate to addressing these global crises under study. Students are encouraged identify key stakeholders and resources to define appropriate civic projects.

Course articles and materials will be distributed in class and also be made available either on-line, or through the course web site on ELMS.

ACADEMIC INTEGRITY INFORMATION

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>. To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)." Website: www.shc.umd.edu

Course Evaluation

You are highly encouraged to participate in the new campus-wide online course evaluation system, CourseEvalUM, in order to provide you valuable feedback about this course. CourseEvalUM will be open for all students to complete evaluations. You can go to the web site: www.courseevalum.umd.edu to complete your evaluation.

COURSE SCHEDULE

Week 1, January 30, 2014: Overview of the Seminar: The Global Civic Leadership Initiative

Key Themes for the Seminar

1. **Global Threats and Crises: What are the key converging global crises that affect human well-being and the future of the planet?**
 - Video: *The 11th Hour* (2008); *The Greenpeace Agenda* (2009); *Collapse* (2010)
2. **Economic Globalization and Restructuring: How do we rethink and reform the global system?**
 - Video: *Where Is the World Going, Mr. Stiglitz?* (2007)
3. **Global Institutions and Actors: Who is responsible for solving these converging global crises?**
 - Video: *Where Is the World Going, Mr. Stiglitz?* (2007)

The Main Components of the Global Civic Leadership Initiative

1. **Actively Participate in this Research Seminar (UNIV389G) on “Solving Converging Global Crises”(Spring Semester 2014).** This research and advocacy seminar will enable students to do collaborative research on the inter-connections among key global issues and prepare a joint report for presentation to a Global Civic Forum involving key leaders here on campus. Research/travel stipends have been approved for students to do interviews with leading officials and civil society activists working on these issues.
2. **Engage in Civic Learning Events on Global Issues:** To make the most of your educational experience, *you are required to participate in two civic learning events that enhance your understanding of important global issues.* Beyond the Classroom will offer several events (speakers, documentary films, off-campus activities) as part of its Spring 2014 Series on “*People Power: Activism for Social Change*” and “*Achieving a Healthy, Just and Sustainable Food System.*” You should get prior approval for any other relevant events not sponsored by Beyond the Classroom.
3. **Present Your Report at the Global Civic Leadership Forum, University of Maryland (Friday, May 2, 2014):** We propose to offer this global learning opportunity to prepare students for leadership on global issues. Students will share their findings with the broader campus and members of the relevant community (e.g., public forum, conference, hearing, video presentation, etc.). This Global Civic Forum will enable student to network with key civil society leaders and to help them understand the processes for initiating effective dialogue between civil society and intergovernmental decision makers such as the United Nations (i.e. assess the implications for meeting the Millennium development Goals), the International Monetary Fund, World Bank and the G-8/G-20.
 - *Discuss ideas for potential civic research and action projects*

Week 2, February 6, 2014: Global Trends, Threats and Crises: *What are the key converging global crises that affect human well-being and the future of the planet?*

- **Video:** *Averting the Global Triple Crisis* (2007, International Forum on Globalization)

Required Readings:

- Gordon Brown. (2009). "All Together Now." *New York Times*, September 22, at: <http://www.nytimes.com/2009/09/23/opinion/23brown.html?scp=2&sq=gordon%20brown&st=cse>
- International Forum on Globalization. (2007). *Manifesto on Global Economic Transitions*. Washington, DC: International Forum on Globalization (IFG), Institute for Policy Studies (IPS), Global Project on Economic Transitions. September, at: <http://ifg.org/pdf/manifesto.pdf>
- Paul Kennedy. (2002). "Global Challenges at the Beginning of the 21st Century." In: Paul Kennedy, Dirk Meesner, and Frank Nuscheler, eds., *Global Trends & Global Governance*. Sterling, VA: Pluto Press. (Chapter 1, pp. 1-21)
- World Economic Forum (2006). *Global Governance Initiative: Executive Summary*, pages 3-6, available at: <http://www.weforum.org/en/initiatives/globalgovernance/index.htm>
- Thalif Deen (2005). NGOs: The 'World's New Superpower' Seeks 'Better World.' *Inter Press Service*, June 4, available at: <http://www.commondreams.org/headlines05/0604-02.htm>

Week 3, February 13, 2014: Embracing the Inspiration and Challenge of Envisioning a Better World: Setting a Research Agenda for Action

COMMENTARY ON THE READINGS: Please prepare a commentary (on CANVAS, see Discussion Board) on the required readings (submit 1-2 paragraphs) on two of the global issues or crises below:

1. What constitutes a "global crisis?" What is the threshold when an issue becomes a crisis?
2. What criteria and measures should we use to gauge whether an issue constitutes a crisis or not?
 - a. *Scope of the Issue:* Not geographically limited;
 - b. *Magnitude of the Issue:* It reverberates and affects a significant percentage (what percent?) of the population?
 - c. *Time Horizon:* What time period is appropriate for gauging whether to take action? A human lifetime?
 - d. *Urgency and Feasibility to Act*
 - e. *Other factors?*
3. What priorities should guide us in whether "to solve" a global issue or crisis, or not?

Required Readings:

Bjorn Lomborg, ed. (2006). *How to Spend \$50 Billion to Make the World a Better Place*. New York: Cambridge University Press.

All Read: Introduction: What Should We Do First? pp. ix-xxi.

Choose Any 2 Chapters: Chapter 1: Global Warming; Chapter 2: Communicable Diseases; Chapter 3: The Challenge of Reducing the Global Incidence of Civil War; Chapter 4: Toward a Consensus for Addressing the Global Challenge of the Lack of Education; Chapter 5: The Challenge of Poor Governance and Corruption; Chapter 6: Hunger and Malnutrition; Chapter 7: Population and Migration; Chapter 8: The Water Challenge; Chapter 9: Subsidies and Trade Barriers).

- John L. Petersen. (2008). *A Vision for 2012: Planning for Extraordinary Change*. Boulder, CO: Fulcrum.

All Read: Chapter 1: Rapidly Converging Global Trends; Chapter 2: Breakdowns; Chapter 3: Breakthroughs, pp. 5-50.

- Will Steffen, Johan Rockstrom, and Robert Costanza. (2011). "How Defining Planetary Boundaries Can Transform Our Approach to Growth." *Solutions*, Vol. 2(3), May at: <http://www.thesolutionsjournal.com/node/935>
- The Earth Charter (www.earthcharter.org).

Further Readings:

- Bjorn Lomborg, ed. (2004). *Global Crises, Global Solutions*. New York: Cambridge University Press.
- Thomas Homer-Dixon. (2006). *The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization*. Washington, DC: Island Press.
- Colin L. Soskoline. (2008). *Sustaining Life on Earth: Environmental and Human Health through Global Governance*. Lanham, MD: Lexington Books.

Week 4, February 20, 2014: The Planetary Threat of Global Climate Change: Global Dimensions and Civic Action

Video: *Where Is the World Going, Mr. Stiglitz?* (2007); *The 11th Hour* (2007)

Readings:

- Intergovernmental Panel on Climate Change (2007). *Climate Change 2007: Summary for Policymakers – Synthesis Report 4*, at: http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf
- Global Leadership for Climate Action. (2008). *Framework for a Post-2012 Agreement on Climate Change: A Proposal of the Global Leadership for Climate Action*. Global Leadership for Climate Action, U.N. Foundation, at: http://www.globalclimateaction.com/images/pdf/GLCA_Framework2008.pdf
- William Antholis and Strobe Talbott. (2008). *Tackling Trade and Climate Change: Leadership on the Home Front of Foreign Policy*. Opportunity 08, Brookings Institution, at: http://www.brookings.edu/papers/2007/02trade_antholis_Opp08.aspx
- Mary Graham and Elena Fagotto. (2007). "How to Reduce Greenhouse Gas Emissions Now." *Policy Brief # 161*, Brookings Institution, June, at: http://www.brookings.edu/papers/2007/06energy_graham.aspx

- Chris Hedges. (2009). “A Reality Check from the Brink of Extinction.” *TruthDig.com*, October 9 at: <http://www.commondreams.org/view/2009/10/19>
- Simon Maxwell. (2009). “A Triple Call on Climate Change.” ODI Opinion 122, January at: www.odi.org.uk

Further Resources:

- Anthony D. Barosky. (2009). *Heatstroke: Nature in an Age of Global Warming*. Washington, D.C.: Island Press/Shearwater Books.
- David E. Blockstein and Leo Wiegman. (2010). *The Climate Solutions Consensus: What We Know and What to Do About It*. Washington, D.C.: National Council for Science and the Environment and Island Press.
- George Monbiot. (2007). *Heat: How to Stop the Planet from Burning*. Cambridge, MA: South End Press.

Week 5, February 27, 2014: GLOBAL ENERGY FUTURES AND SECURITY

(1) Peak Oil and the Global Energy Crisis; and

(2) Global Security and Nuclear Proliferation

Video: *Crude Impact* (2007)

(1) Peak Oil and the Global Energy Crisis

Readings:

- Michael T. Klare. (2009). *Rising Powers, Shrinking Planet: The New Geopolitics of Energy*. New York: Metropolitan Books.
Chapters 1: Altered States; Chapter 2: Seeking More, Finding Less; Chapter 8: Crossing a Threshold; Chapter 9: Averting a Catastrophe, pp. 238-261.
- United Nations Foundation. (2007). *Realizing the Potential of Energy Efficiency: Targets, Policies and Measures for G8 Countries*. Washington, D.C., July.
- Mark Jacobson and Mark A. Delucchi. (2009). “A Path to Sustainable Energy by 2030.” *Scientific American*, November, pp. 58-65. www.scientificamerican.com
See interactive on-line version: <http://www.flypmedia.com/issues/plus/23/#1/8>
- Energy Futures Group materials. (To be posted to ELMS)

Further Reading:

- Richard Heinberg. (2004). *Power Down: Options and Actions for a Post-Carbon World*. Gabriola Island, British Columbia, Canada: New Society Publishers. Chapter 1: “The End of Cheap Energy,” pp. 17-54.

(2) Global Security and Nuclear Proliferation

Videos: *Countdown to Zero* (2010); *In My Lifetime* (2011)

Required Readings:

- Mohamed El Baradei (2006). “Globalizing Security: A Challenge for Your Generation.” Johns Hopkins University, School of Advanced International Studies

(SAIS), May 25, 5 pages, available at:

<http://www.iaea.org/NewsCenter/Statements/2006/ebsp2006n008.html#>

- Paul Rogers (2007). “A Century on the Edge: 1945-2045.” *OpenDemocracy*, December 29, available at: <http://www.opendemocracy.net/node/35466/pdf>
- George P. Schultz, William J. Perry, Henry A. Kissinger, and Sam Nunn. (2011). “Nuclear Deterrence in a Global Age.” *Wall Street Journal*, March 7, 4 pp.
- Federation of American Scientists, Natural Resources Defense Council, and Union of Concerned Scientists. (2008). *Toward True Security: Executive Summary*, February, available at: www.ucsusa.org/trueseconomy
- Amitai Etzioni. (2009). “Zero Is the Wrong Number.” *World Policy Journal*, 36(3): 5-13, Fall.

Further Resources:

- Graham Allison, Herve De Carnoy, Therese Delpech, and Chung Ming Lee. (2006). *Nuclear Proliferation: Risk and Responsibility*. A Report to the Trilateral Commission No. 60, Washington, DC.

Week 6, March 6, 2014: A World Free of HIV/AIDS? Global Public Health and the Threat of Pandemics

Is it possible to envision and to mobilize the world to solve the HIV/AIDS pandemic?

Assignment Due: Issue Brief on two global issues (due in class, March 6th)

Video: *The Age of AIDS; Pandemic: Facing AIDS*

Readings:

- Richard Horton. (2005). “Threats to Human Survival: A WIRE to Warn the World.” *The Lancet*, Vol. 365, January 15 at: www.thelancet.com
- Jim Yong Kim & Paul Farmer (2006). “AIDS in 2006: Moving toward One World, One Hope?” *New England Journal of Medicine*, 355(7): 645-647, August 17.
- Alex de Waal (2006). “The Global AIDS Campaign: A Generation’s Struggle,” *OpenDemocracy*, 4 pages, at: http://www.opendemocracy.net/globalization-hiv/global_campaign_3840.jsp
- UNAIDS. (2008). *2008 Report on the Global AIDS Epidemic*. Executive Summary, pp.5-34, at: http://data.unaids.org/pub/GlobalReport/2008/JC1511_GR08_ExecutiveSummary_en.pdf
- UNAIDS (2006). *2006 Report on the Global AIDS Epidemic*, Chapter 9 on “The Essential Role of Civil Society,” pages 201-222, available at: http://data.unaids.org/pub/GlobalReport/2006/2006_GR_CH09_en.pdf
- UNAIDS. (2011). *AIDS at 30: Nations at the Crossroads*. Geneva: UNAIDS, “Summarizing a Decade of Progress,” pp. 72-109 (skim).

Week 7, March 13, 2014: A World without Poverty? Transforming Leadership to Achieve the Millennium Development Goals

Assignment Due: Interview with Key Actors on Global Crises: Submit key questions for your interview of a global expert.

Video: *U.N. on Millennium Development Goals; The End of Poverty?* (2009)

“Ending poverty is the great opportunity of our time, a commitment that would not only relieve mass suffering and spread economic well-being, but would also promote the other...objectives of democracy, global security and the advance of science.” – Jeffrey D. Sachs, (2005) *The End of Poverty*, p. 360.

Readings:

- Paul Collier. (2007). *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. New York: Oxford University Press.
Chapter 1: Falling Behind and Falling Apart: The Bottom Billion, pp. 3-13.
Chapter 11: An Agenda for Action, 175-192.
- Robin Broad & John Cavanagh (2006). “The Hijacking of the Development Debate: How Friedman and Sachs Got It Wrong,” *World Policy Journal*, Summer, pp. 21-30, available at: <http://www.ifg.org/pdf/Broad%20Cavanagh.pdf>
- “Meeting the Millennium Development Goals.” (2008). Summary, pp. 5-14.
- Ban Ki-Moon. (2010). *Keeping the Promise: A Forward-Looking Review to Promote an Agreed Action Agenda to Achieve the Millennium Development Goals by 2015 – Report of the Secretary General*. New York: United Nations, at: http://www.un.org/ga/search/view_doc.asp?symbol=A/64/665
- Laurence Chandy and Geoffrey Gertz. (2011). *Poverty in Numbers: The Changing State of Global Poverty from 2005 to 2015*. Washington, D.C.: Brookings Institution, January.
- An update to the World Bank's Estimates of Consumption Poverty in the Developing World, 2005-2008.
http://siteresources.worldbank.org/INTPOVCALNET/Resources/Global_Poverty_Update_2012_02-29-12.pdf

Further Resources:

- Clifford Cobb and Phillippe Diaz. (2009). *Why Global Poverty? Think Again*. New York: Robert Schalkenbergh Foundation.
- Jeffrey D. Sachs. (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books.
- United Nations Development Program, Human Development Reports.

NO CLASS on March 20, 2014: Spring Break

Week 8, March 27, 2014: The Global Food and Agricultural Crisis: Understanding Its Ecological, Economic, and Political Dimensions of Global Food Security
How do we ensure the planet’s capacity to feed present and future generations?

Readings:

- Lester R. Brown. (2012). *Full Planet, Empty Plates: The New Geopolitics of Food Scarcity*. New York: W.W. Norton & Company. (Chapters 1-5, 10, 11).
- Jelle Bruinsma, ed. (2003). *World Agriculture: Towards 2015/2030: An FAO Perspective*. Rome: Food & Agriculture Organization. (selected sections)

- C. Ford Runge, Benjamin Senauer, Philip G. Pardey, Mark W. Rosegrant. (2003). *Ending Hunger in Our Lifetime: Food Security and Globalization*. Baltimore, MD: Johns Hopkins Press. (Chapter 6 & 7 on solutions)

Week 9, April 3, 2014: Global Governance of Water and Ocean Resources

Videos: *Blue Gold: World Water Wars* (2008); *Water on the Table* (2011)

Readings:

- International Rivers, "We All Live Downstream" --5-minute slide show available at <http://www.internationalrivers.org/en/we-all-live-downstream>
- Alan B. Sielen. (2008). "An Oceans Manifesto: The Present Global Crisis." *Fletcher Forum of World Affairs*, 32(1): 39-61, Winter.
- U.S. Government. (2012). *Global Water Security: Intelligence Community Assessment*. Washington, D.C.: Office of the Director of National Intelligence, February 2.
- UN World Water Development Report--overview of key messages (8 pages)
- UN World Water Development Report--messages for NGOs/civil society (4 pages)
- UN-Water's fact sheet on water and climate change (2 pages)
- WHO/UNICEF report on progress on drinking water and sanitation (8 pages)
- UN-Water--overview brochure on UN activities (4 pages)

Further Resources:

- Maude Barlow. (2007). *Blue Covenant: The Global Water Crisis and the Coming Battle for Right to Water*. New York: New Press.
- Ken Conca. (2006). *Governing Water: Contentious Transnational Politics and Global Institution Building*. Cambridge, MA: MIT Press.

Week 10, April 10, 2014: The Global Economic Crisis: Understanding the Possibilities for Balanced and Sustained Global Development and Prosperity

Readings:

- United Nations Conference on Trade & Development (UNCTAD). (2009). *The Global Economic Crisis: Systemic Failures and Multilateral Remedies*. New York: United Nations. (read: Executive Summary, Chapter I: A Crisis Foretold (pp. 1-22), and Chapter V: Towards a Coherent Effort to Overcome the Systemic Crisis (pp.55-60).
- (2011). *Beyond the Financial Crisis: Oxford Scenarios*. Read 1-70, skim 72-end.
- Rajesh Makwana and Parsons. (2013). "How to Mobilize \$2.8 Trillion to Finance the Global Sharing Economy." *Share the World's Resources*, January 14, www.commondreams.org
- Joseph Stiglitz. (2013). "Climate Change and Poverty: The Post-Crisis Crises." *Project Syndicate*. January 7, www.commondreams.org/view/2013/01/07-10?print
- Robin Broad and John Cavanagh, (2012). "A New Developing World." *The Nation*, November 28, www.thenation.com

- Panos (2012). *Beyond the Financial Crisis: What Next for Economic Growth and Poverty Reduction in Developing Countries?* London, UK: Panos.

Further Resources:

- Lester R. Brown. (2008). *Plan B 3.0: Mobilizing to Save Civilization*. Earth Policy Institute. New York: W.W. Norton & Company. Chapter 13: “The Great Mobilization,” pp. 265-287.
- G-20. (2009-2012). Various documents on the G-20s response to the Global Economic Crisis. (on ELMS). See: <http://www.g20.org/en/financial-track/documents>

Week 11, April 17, 2014: Understanding the Global Context: Diagnosing and Defining Global Crises and Identifying Pathways for Constructive Social Change

- *The Responsibility of Transformative Leadership: Seeing Possibilities, Changing Expectations and Realizing Solutions*
- *Assessing Where and How to Make Difference: What Criteria Should Be for Optimizing Impact?*

ASSIGNMENT DUE: Interview with Key Actors on Global Crises

Readings:

- Frances Westley, Brenda Zimmerman, and Michael Quinn Patton. (2007). *Getting to Maybe: How the World Is Changed*. Toronto: Vintage Canada. Read: Chapter 1; Chapter 2 “Getting to Maybe,” pp. 29-53.
- David Cohen, Rosa de la Vega, and Gabrielle Watson. (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide*. Bloomfield, CT: Kumarian Press, Chapter 5: “Strategy Development,” pp. 59-87.
- New Economics Foundation. (2009). *The (Un-)Happy Planet Index 2.0: Why Good Lives Don’t Have to Cost the Earth*. London: NEF, www.happyplanetindex.org (Read: Executive Summary, Chapters 1-5, 7 & 9; Skim: Chapters 6, 8, and Charts on pp. 63-64).

Other Resources:

- James Gustave Speth. (2008). *The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*. New Haven, CT: Yale University Press.

Week 12, April 24, 2014: Advancing Global Governance: Linking Theory and Practice on Solving Converging Global Crises

ASSIGNMENT DUE: Action Plan for Team Civic Research Project due in class!

Readings:

- Robert Enholm. (2010). “The Case for Global Governance.” Paper presented at the *Solving Converging Global Crises Conference*, University of Maryland: Beyond the Classroom and the Harrison Program of the Future Global Agenda, April 28-29.

- Colin Bradford, Jr., and Johannes F. Linn, eds. (2007). *Global Governance Reform: Breaking the Stalemate*. Washington, D.C.: Brookings Institution. (Chapter 4: United Nations Reform; Chapter 7: Global Health Governance; Chapter 8: Global Environmental Governance)
- International Civil Society. (2010). “Call for a Global Leaders Forum: Towards a Global Leaders Forum that Promotes Democratic Global Governance and an Equitable and Sustainable Economic Recovery.” *CommonDreams.org*, March 13, at: <http://www.commondreams.org/view/2010/03/13-8?print>
- James V. Riker (2005). *Promising Visions and Strategies to Advancing Global Democracy*. Policy Brief, The Democracy Collaborative, University of Maryland, May, available at: <http://g05.netedit.info/en/index.aspx>

Further Readings:

- Nora McKeon. (2009). *The United Nations and Civil Society: Legitimizing Global Governance – Whose Voice?* London, UK: Zed Books, Chapters 3 & 4.
- United Nations. (2004). *A More Secure World: Our Shared Responsibility*. Report of the Secretary General’s High-Level Panel on Threats, Challenges, and Change. New York: United Nations.
- Thomas G. Weiss. (2008). *What’s Wrong with the United Nations and How to Fix It*. New York: Polity Press.
- Heather MacKenzie, ed. (2009). *Democratizing Global Governance: Ten Years of Case Studies and Reflections by Civil Society Activists*. New Delhi, India: Mosaic Books.
- Kerstin Martins. (2005). *NGOs and the United Nations*. New York: Palgrave.
- George Monbiot. (2003). *Manifesto for a New World Order*. New York: New Press.
- Kristin Dawkins. (2003). *Global Governance: The Battle over Planetary Power*. New York: Seven Stories Press.

Week 13, May 1, 2014: Crafting a Common Plan of Action and Research Agenda

Reading: Review and comment on collaborative Global Civic Forum report and plan of action/strategy

SPECIAL REQUIRED EVENTFriday, May 2, 2014**: Global Civic Leadership Forum: Student Group Presentations**

ASSIGNMENT DUE: Presentation of Global Civic Forum report to global civic leaders and scholars

Week 14, May 8, 2014: Evaluating the Process: Critical Reflections about the Global Civic Leadership Initiative

Final Review of the Global Civic Forum report and presentation