



## CEU Summer University

Nádor u. 9, Budapest, Hungary 1051

Tel.: (36 1) 327 3069, 327 3811

Fax: (36 1) 327 3124

E-mail: [summeru@ceu.hu](mailto:summeru@ceu.hu)

Website: <http://www.ceu.hu/sun/sunindx.html>

### ***The United Nations, Civil Society, and the Private Sector in Global Governance***

Module One:	Distance Learning	July 1 – 14, 2002
<b>Module Two:</b>	<b>Budapest</b>	<b>July 15 – August 2, 2002</b>
Module three:	Distance Learning [ <b>optional</b> ]	August 19 – November 29, 2002

**Course Co-directors:** **Roger Coate**, University of South Carolina, USA  
**Paula L'Ecuyer**, University of South Carolina, USA

**Resource persons:** **Riina Kuusik**, Concordia International University, Estonia  
**Viorica-Zorita Pop**, University of Manchester, School of Law, United Kingdom  
**Donald J. Puchala**, University of South Carolina, USA  
**Mihály Simai**, Institute for World Economics of the Hungarian Academy of Sciences

#### **Brief Biographies**

**Roger Coate:** Professor of international organization at the University of South Carolina. He is currently directing a large-scale collaborative research and professional development program, the "Global Networking for Human Security Project," of which this course is a part. He was founding co-editor of the journal *Global Governance: A Review of Multilateralism and International Organizations*. He is author or coauthor of numerous books and monographs, including most recently: *The United Nations and Changing World Politics*; *International Cooperation in Response to AIDS*; and *United States Policy and the Future of the United Nations*.

**Paula L'Ecuyer:** Research fellow at the Institute of International Studies and Visiting Assistant Professor in the Department of Government and International Studies at the University of South Carolina. Her primary research interests are the European Union, European monetary integration, and German monetary politics. She also studies international political economy issues of globalization and telecommunications. She has participated in and developed courses for alternative instruction methods to promote active learning in the classroom and serves as the associate director of the "Global Networking for Human Security" project.

**Riina Kuusik:** Assistant Professor of Political Science at Concordia International University, Estonia. Her research and teaching interests include: international institutions, international human rights, interactive learning methods, and the Internet-based teaching techniques. She has worked with UNICEF and Amnesty International. She was a participant in our 2000 CEU SUN course.

**Donald Puchala:** Charles L. Jacobson Professor of Public Affairs and Director of the Institute of International Studies at the University of South Carolina. His main research interests focus on problems of international cooperation, organization and integration, and ethics, culture and international affairs. He is also a specialist in on Western European international relations and the politics and economics of the common market. Among his publications are: *Visions of International Relations*, *Immigration into Western Societies*, *The Ethics of Globalism*, and *Global Food Interdependence*.

**Mihály Simai:** Member of the Hungarian Academy of Sciences and is Research Professor at the Institute for World Economics of the Hungarian Academy of Sciences. He is also a Professor of International Economic and Business Studies at the Budapest University of Economics. He served many years as a staff member in the United Nations and was the Director of the World Institute for Development Economics of the United Nations University. His publications include: *Toward the Third Millennium: Interdependence and Conflicts in the World Economy*, *Global Power Structure, Technology, and World Economy*, *The New Global Environment for the Development Process*, and *The Future of Global Governance*.

### **Course Objectives**

This course is designed to enhance the professional development of young scholars and other young professionals who are interested or actively engaged in research and teaching about international relations and the future of global governance and human security in the context of dynamic and often unpredictable forces and consequences of globalization. It will offer participants an in-depth analysis of the forces that affect and the challenges that confront governance at all levels in the twenty-first century as well as various steps that might be taken to enhance the effectiveness of international institutions and other mechanisms of global governance in responding to those challenges.

### **Course Level and Target Audience**

The course is designed specifically for young scholars from transitional and developing societies who have a university degree, hold a teaching job at a college or university in their home country or work as an administrator or a professional, and possess a basic knowledge about international relations and multilateral affairs. Graduate students with teaching experience may also apply. We encourage applications from a wide variety of disciplines, intellectual traditions, professional orientations.

### **Course Content**

In the foreword to the book, *Governance in a Globalizing World*, Robert Keohane and Joseph Nye distinguish between “globalism,” a static condition of interrelations and interdependence, and “globalization” or the process by which globalism is enhanced or increased. They present a systemic view of globalization that includes economic, political and socio-cultural areas of interaction. Yet despite global and cosmopolitan values, which may be present and increasing, the principles of territoriality, nationality and sovereignty remain. That is, every person exists and is governed within a territory, and most persons and groups of persons base their activities on this premise. These issues are especially relevant to the question of governance for two reasons. First, the rise of globalization affects the abilities of “domestic” governments to govern, and “domestic” governance tries to influence the path of globalization. Second, there are areas of international interaction wherein there is no government. Also, globalization is not a neutral phenomenon and effects different people(s) in drastically different ways, empowering and enriching some and impoverishing many others.

In this context, the course will explore the dynamic processes of globalization and the needs, opportunities, and dilemmas posed for governance. There is concern, for example, about increased vulnerability to unpredictable economic shocks and crises, which bring with them social dislocation and economic instability. There is concern over loss of sovereignty and control over domestic resources and policies. There is anxiety about maintaining the integrity of cultural heritage and traditional societal values and norms. On the other hand, there is hope of higher living standards, new economic opportunities, and diffusion of much needed technology and skills. In this context, governance and security can no longer be conceived in solely national or domestic terms. Things that once were meaningfully viewed as “domestic” now make sense only when conceived in international terms—the global and the local, the macro and the micro have become blurred. In the twenty-first century, security can only be meaningfully conceived in human terms.

The course will systematically address the questions, “What is governance?” and, in international situations, “How do you get governance without government?” The same questions of governance that apply to globalism/globalization apply to governance at more localized levels. That is, who possesses the capacity and/or legitimacy to act authoritatively in the international (or national or local) sphere? Who has legitimacy and/or authority, and from where does such authority they derive? We will explore the relationship between global governance and the creation and maintenance of democratic open societies at the local and national levels.

Governance and human security are inextricably linked, and the notion of *human security* focuses attention directly on individuals and their circumstances, and thereby constitutes a not so subtle challenge to state sovereignty. To make people psychologically secure may, under some circumstances, be the antithesis of making the governments of states and their territorial boundaries physically secure. The course will critically analyze the evolving meanings of security with a particular focus on the concept of human security.

Participants are challenged to reconceptualize international relations and governance in non-state-centered terms and to move beyond state/nonstate conceptualizations, such as “domestic/foreign,” “inside/outside,” or “we/they.” Class activities will explore the concept of civil society and will discuss the ways in which diverse agents and forces of society can be brought more effectively into our models and theories of international relations. Special emphasis will be placed on identifying actual and potential partnerships between international institutions and those diverse, often contradictory, and sometimes conflictual social forces and entities that lie beyond state control.

Traditional approaches to multilateralism and global governance have been predominantly hierarchical, concentrating on great power relationships. Such a top-down approach, however, obscures important aspects of dominant-subdominant relationships at the international level and reifies and promotes certain ideas and constitutive principles held by the most powerful participants. In recent years, however, an increasing body of literature has emerged, which challenges such a traditional orientation. These new approaches to multilateralism and global governance will be analyzed with particular emphasis placed on identifying implications for enhancing the effectiveness of international institutions for promoting human security.

### **Larger Context of the Course**

This special course is a component of a much larger transnational research and professional development program for young scholars in the social sciences and humanities—a project titled “Creating Effective Partnerships for Sustainable Human Security.” This United Nations University project, coordinated by course co-director Roger Coate, is being undertaken in partnership with the CEU, the Office of the UN Secretary-General, the Academic Council on the United Nations System, the International Studies Association, and numerous other academic institutions and professional associations. The core mission of the course proposed here and the associated SUN 2002 course, titled “The United Nations, Civil Society, and the Private Sector: Creating Effective Partnerships for Sustainable Human Security,” as well as that of the larger project, is the professional development of young scholars and professionals from emerging democracies worldwide.

Emphasis is placed on establishing *self-sustaining* interdisciplinary research and teaching networks among scholars and professionals from different nationalities, cultures, professions, and disciplines. An important goal of the course (and project) is to enhance young scholars’ substantive knowledge and theoretical understanding of processes of global governance, especially as related to building and sustaining effective partnerships between international institutions and civil society for promoting human security. Other important goals include: facilitating young scholars’ access to and engagement with global and regional academic and professional communities, UN agencies and staff, and transnational internet-based research networks; facilitating access for young scholars in remote locations to information, resources, and institutional arenas related to their research needs and interests; facilitating exchange and cross fertilization among scholars and practitioners of multilateralism from around the world; enhancing the training of young scholars from regions with emergent or re-emergent civil societies in the design and conduct of research through an ongoing series of workshops and seminars; and establishing mentorship relations, linking young scholars with their more senior colleagues around the world. The larger project also seeks to provide opportunities for young scholars to gain “hands-on” experience in the work of UN agencies through a program of fellowships as well as through direct involvement in ongoing research activities in UN agencies.

In the context of the larger project, this summer university course serves primarily as the regional “workshop” for young scholars in Central and Eastern Europe, the former Soviet Union and Mongolia. However, the course is open without discrimination to participants from developing and transitional societies throughout the world. “Regional” courses, such as this one, will be followed by a series of global workshops and seminars in which selected participants from the various regions will be given the opportunity to participate together. Those global workshops and seminars will be held in conjunction with the annual meetings of ACUNS and/or ISA, held respectively during June and March

of each year. Participation in those global sessions will give participants the opportunity to become engaged in larger scholarly communities and will provide the follow through necessary for promoting effective professional development. Priority is placed on creating transnational research networks among the participants so as to ensure that the learning process transcends the course and workshop settings and is sustained on an ongoing and ever-evolving basis.

### **Course Format**

The course will be conducted in a mixed in-residence/distance learning format, consisting of three interrelated modules.

**Module One** – The first part of the course entails a two-week distance-learning module to be held July 1 – 14, 2002. This time will be spent interacting with the course directors over the Internet, using email and web-based communications, to introduce the course and prepare participants for the in-residence part of the course.

**Module Two** – The second part of the course will be held in residence at CEU in Budapest from July 15 – August 2, 2002. This face-to-face part of the course will be conducted in a mixed format, including daily lecture/discussion sessions, seminar sessions, Internet-based research and grant-seeking workshops, interactive teaching workshops, production of a research design paper, individual and group panel presentations, and periodic informal “forum” sessions during which small groups of participants discuss intellectual and other issues of common concern. Each participant is expected to produce a written research design and to present it orally on a panel at a mock professional conference. There is no formal grading in the course, but participants whose performance is especially exemplary may be invited to participate on a continuing basis in the larger research program of which the course is a part. Each participant will be assigned one or more faculty mentors, with whom to work during the term.

**Module Three** – **Optional** distance education format, August 19 – November 29, 2002. This time will be spent interacting over the Internet, using email and web-based communications, with mentors and research groups to complete and revise research papers, grant proposals, workshop proposals, and/or research reports.

For more detailed biographies, updated course description, syllabus, reading lists please check <http://www.ceu.hu/sun/sunindx.html>

### ***CEU's non-discrimination policy statement***

*Central European University does not discriminate on the basis of—including, but not limited to—race, color, national and ethnic origin, religion, gender or sexual orientation in administering its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*