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Global Governance
Fall 2020

Preliminary draft syllabus

This course examines the organization of world politics in the context of globalization and provides an overview of international organizations, such as the United Nations, and regional organizations, such as the European Union. The course reviews the historical evolution of the international system and basic concepts of international relations. It then examines international cooperation beyond the confines of formal organizational structures with particular emphasis on international regimes, institutions and norms that govern state practices in particular issue areas—from security and peacekeeping to human rights and refugees. The course also examines transnational relations of non-state actors such as nongovernmental organizations (NGOs) and multinational corporations as well as transgovernmental relations of sub-national governments and government agencies that shape policymaking at a global level.

Professional Masters and PhD tracks: RINT 501 is designed to meet the needs of Master of International Affairs students who are preparing for professional international affairs careers. The course is cross-listed with POS 583, which was designed for political science PhD students and masters students with an academic vocation. This course will meet the needs of both groups of students in the following way: All students will be expected to read assigned readings for RINT 501 and be prepared to discuss them in class; however, PhD students will also receive a separate list of additional readings to help prepare them for comprehensive exams and beginning dissertation research. Written assignments for Masters and PhD students will also differ. The instructor will arrange some additional sessions with PhD students to discuss additional readings and for PhD project presentations, as needed.

Prerequisites: The Masters of International Affairs program does not require that students have completed any particular undergraduate major and there are no formal prerequisites for this course, however, certain knowledge and preparation is assumed. It is expected that students will have at least a high school level understanding of world history and geography. Moreover, students who have successfully completed a general undergraduate course in international relations will be better prepared for this course than those who have not. Hence, those who have not previously studied international relations as an undergraduate should review an introductory undergraduate international relations textbook either before the course begins or during the first few weeks.

Course Objectives
By the end of the course, all students should:
1. Understand the historical evolution of diplomacy in general and multilateral diplomacy in particular
2. Know the structure, operation, and membership of key international organizations, including the United Nations and international organizations within the UN system as well as the European Union.
3. Understand how major theories of international relations address the subject of global governance
4. Have a basic understanding of international law, international regimes, international institutions, trans-governmental networks, and non-governmental organizations
5. Understand roles of international organizations, NGOs and other international actors as well as political dynamics in key issue areas of global governance.
6. Identify key concepts in readings and describe the steps of an argument
7. Critically evaluate common readings in discussions with instructor and fellow students
8. Ask incisive questions of texts as well as of fellow seminar participants
9. Be able to speak and write effectively about course topics in formats appropriate to career goals.

Teaching and learning modalities:
This is a hybrid synchronous distance learning course that utilizes Zoom to enable members of class sessions on campus in Albany to interact with students elsewhere. Some students may join all class sessions remotely using Zoom; others will be in the classroom. This means that even though we all won't be meeting in a physical

classroom, we're going to try to create a classroom experience on Zoom that's as close as possible to being in a regular classroom. To help achieve that goal, I would like all students who take this course to do the following when joining via Zoom:

- Situate yourself in a place that's suitable for learning—ideally in a quiet room where you can sit upright in a chair and place your laptop or mobile device on a stable surface for capturing your Zoom video;
- Join the Zoom meeting right at the start of each class and remain in the meeting until the class is dismissed;
- Keep your camera turned on throughout the class and keep your face in the picture;
- Keep your microphone turned off when other people are speaking, but be ready to turn it on when you're asked to speak; and
- Ensure that your Zoom window displays the name you would like me to refer to you by.

*If you think you may have difficulty with any of these items, please don't hesitate to get in touch with me so that we can discuss suitable accommodations.

We may also have guest lecturers join class from remote locations using Zoom. Groups of students should also use Zoom to work together on their team projects. All students will give presentations to the class and use Zoom to do so. Given that the instructor is not allowed to share the classroom's PC and projector with students due to COVID-19 protocols, students who are in the classroom will need to bring a laptop and log into Zoom in order to give their presentations in the classroom. Students who are joining the course remotely may simply use the screen share feature of Zoom to give power point presentations. Students aspiring to professional international affairs careers should be able to express themselves and communicate in a range of formats and modes from email exchanges and informal dialogues with co-workers to formal written reports and oral presentations to the leadership of their organizations and the leadership of other organizations with whom they may need to negotiate. While presentations often take place in conference rooms similar in size to our classroom, they may also be done on conference calls and through videoconferences. Hence, teleconference and videoconference sessions of class should be considered opportunities to practice and learn effective communication and presentation skills.

Accommodations for student with documented disabilities: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Classroom Health and Safety: At the University at Albany, supporting the health and safety of all members of our campus community is a top priority. During the COVID-19 pandemic, we are following federal, state, and local public health guidelines, and these guidelines apply to all campus community members across all University spaces. To ensure that each of us has a healthy and safe learning experience within courses that involve in-person contact, all students, faculty members, staff, and visitors are required to adhere to the expectations outlined on the University's COVID-19 website:

- https://www.albany.edu/covid-19/planning-fall-2020/health-safety
- In class, please be sure that you enter the classroom wearing your face covering and keep it on for the entire class period.
- It is important to observe the social distancing markers in the classroom at all times, including when you enter and exit the classroom.
- Follow the posted classroom cleaning protocols upon entering/exiting the classroom.

Knowledge of World History and Geography
In order succeed as an international affairs student and subsequently as a professional in the international affairs field, it is imperative that students have knowledge of world history and geography that exceeds standards set for New York State high school graduates, as delineated in the New York State Department of Education K-12 Learning Standards for Social Studies #1 U.S. History, #2 World History and #3 Geography (http://www.nysed.gov/common/nysed/files/sslearn.pdf). Those students who cannot meet these standards when they begin the course need to be able to meet them by the time that they complete the course. To that end, students may be quizzed to ensure they have mastered relevant sections of the New York State Core Curriculum for Global History and Geography (http://www.nysed.gov/common/nysed/files/sscore2.pdf) In particular, students should master the content listed in UNIT FOUR: Section II. THE RISE OF AMERICAN POWER (pp. 140-141); UNIT FIVE: AT HOME AND ABROAD: PROSPERITY AND DEPRESSION, 1917 – 1940 (pp. 141-144); UNIT SIX: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION (pp. 145- 147);

UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950 – PRESENT (pp. 147-155). In terms of geography, students should at least be able identify the 80 largest counties in the world by population or GDP on a map (see CIA world fact book "guide to country comparisons" to produce a list of these countries). Students should also be able to name the capital cities of these countries. Students may find playing on-line geography and world history games as an effective way to learn basic information. Online geography games (e.g. at: http://www.sheppardsoftware.com/Geography.htm) may help students to identify the world's states and their capitals. Similar online world history games (e.g. http://learningsmart.org/games/world-history-games) can be useful means of testing one's knowledge after reading 20th century world history textbooks (e.g. Martin Gilbert, *A History of the Twentieth Century*; J.M. Roberts, *Penguin History of the 20th Century*). Students, who have already mastered geographical knowledge of where countries are on a map and can name their capitals, should review the information in the CIA World Fact Book about these countries' societies and politics. Students interested in foreign policy, and especially those interested in diplomatic careers, should review "U.S. Bilateral Relations Fact Sheets" https://www.state.gov/r/pa/ei/bgn/

Knowledge of current events
All students should read a high quality daily news source with good international coverage (e.g. *New York Times*; *Wall Street Journal*; *Financial Times, Washington Post*) supplemented by a weekly newsmagazine, such as the *Economist*. Additional online world news sources include: BBC World News https://www.bbc.com/news/world; Reuters World News https://www.reuters.com/news/world; NPR World https://www.npr.org/sections/world/

Preparation for Careers in the Foreign Service
The course also incorporates an opportunity for those students who are interested in a diplomatic career to begin to prepare for the Foreign Service exam. The instructor will work with other International Affairs faculty members and staff to develop a plan of specific preparation for the Foreign Service exam including readings suggested by the State Department https://careers.state.gov/work/foreign-service/suggested-reading, practice exams, preparation for writing personal narratives and mock oral interviews. Students interested in a diplomatic career in the US Foreign Service are encouraged to read Harry W. Kopp and John K. Naland, 3rd Ed., *Career Diplomacy: Life and Work in the U.S. Foreign Service* (Georgetown University Press, 2017) as well as additional suggested readings throughout the course that examine issues and roles of the five Foreign Service Officer (FSO) career tracks: Political, Economic, Consular, Management and Public Diplomacy. Students interested in exploring a Foreign Service career should read, within the first two weeks of the semester, the *Foreign Service Selection Process Brochure for Officers and Specialists* https://careers.state.gov/uploads/82/8d/828dd9d3767f997acb7de795e62a55a3/Foreign-Service-Selection-Process-Brochure-for-Officers-and-Specialists.pdf The Foreign Service application process is long and arduous, acceptance into the Foreign Service is extremely competitive and the career requires extensive travel and frequent transfers to different countries, which may dissuade many from following through with taking the exam. Nevertheless, some students may find it useful to undertake the optional Foreign Service exam preparation tract begun with this course, even if they do not ultimately decide to take the exam. The suggestions for study and preparation are rather general and could be leveraged in applying for other international public sector positions (e.g. Peace Corps, USAID, intelligence community, Department of Defense, Department of Homeland Security, international organizations within the United Nations system) or positions at international non-governmental organization (INGO) positions. A good guide to exploring all the options is Laura E. Cressey, Barrett J. Helmer, Jennifer E. Steffensen, *Careers in International Affairs* (Georgetown University Press, 2014). For additional resources see: American Foreign Service Association's students webpage http://www.afsa.org/students.

Texts (available at the UAlbany Bookstore)**:**

G.R. Berridge, *Diplomacy: Theory and Practice* 5th Edition (New York: Palgrave Macmillian 2015).

Margaret P. Karns, Karen Mingst and Kendall W. Stiles, *International Organizations: The Politics and Processes of Global Governance* 3rd ed. (Boulder: Lynne Rienner, 2015).

Harry W. Kopp and John K. Naland, 3rd Ed., *Career Diplomacy: Life and Work in the U.S. Foreign Service* (Georgetown University Press, 2017). (Optional)

Other required readings:
Unless noted, all required journal articles can be accessed on-line at the UAlbany Library website under "online-journals." Those readings that are not available through the library will be posted on Blackboard and marked (*)

Additional resources

Journals: *International Organization, Global Governance, International Studies Quarterly, Foreign Affairs, Foreign Policy, International Affairs, Journal of Common Market Studies, Journal of European Public Policy, Transnational Associations*.   The United Nations History Project http://unhistoryproject.org/

Description of requirements:

Readings: Students should complete all assigned required readings in advance of class. Students who have not already studied international relations as undergrads and are not very familiar with the United Nations and other international organizations should also read the designated chapters of the textbook, *International Organizations: The Politics and Processes of Global Governance*, for background knowledge that may be necessary to fully understand the assigned required readings. Students who have taken an undergraduate class on international organization may have sufficient background knowledge to skip reading the textbook.

Class participation: All students are expected to attend all classes, complete all assigned required readings in advance of class and be prepared to discuss them, including cold calls. Barring extenuating circumstances, students who join class via Zoom will be expected to keep their video on for the entire class session. The base line grade for class participation is a D. Routine attendance with minimal participation will earn a C. Regular contributions to class discussion that are appropriate and draw on readings will earn a B. Students who are consistently well prepared to discuss the assigned readings nearly every class and actively participate in discussions will receive an A for class participation.

Personal statement: All students are asked to submit a 250-word statement describing their interests and professional background as they relate to this course. These statements should be posted on the discussion forum on Blackboard. Although this is a mandatory assignment, it will not be graded; its purpose is to allow students to get to know one another better and enable the instructor to organize class discussions more effectively.

Questions for discussion: All students should formulate one thoughtful question about the required common readings for each week of class (aside from the first class, i.e., 12 weeks worth). Each question should explicitly reference one (possibly more) of the assigned readings, other than the readings referred to in your reaction statement. Each question should be no more than 50 words long, be formulated with the audience of the entire class in mind and with the objective of generating discussion. Questions that do not demonstrate engagement with one or more of the required readings will not receive full credit. Students must post the questions on the appropriate question section of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste the questions in a word document that lists by date all of the students' questions (A schedule of class session dates and titles will be posted and can be used for organization). Send this inventory of questions to the instructor on the last day of class.

Reaction statements: All students should formulate one thoughtful statement reacting to the required common readings for each week of class (aside from the first class, i.e., 12 weeks worth). Each statement should explicitly reference one (possibly more) of the assigned readings other than the readings referred to in your discussion question. Each statement should be concise and direct, no more than 200 words. Statements can explicitly criticize the position of an author, agree with an author or describe how the reading led you to think about or view matters differently. Students must post the reaction statements on the appropriate statement section of the Blackboard discussion board by 12:00 noon on the day of class. Over the course of the semester, students should paste the questions in a word document that lists by date all of the students' questions (A schedule of class session dates and titles will be posted and can be used for organization). Send this inventory of questions to the instructor on the last day of class.

First briefing paper: (1,250-1,500 words) You are a staff assistant to the newly-elected Secretary-General of the United Nations, who had previously served various cabinet positions within her country but has not served within the UN. Your job is to explain to the new Secretary-General what she needs to know on her first day on the job about the key organizational, institutional and legal dimensions of global governance. How is the organization set up? Who are the key actors? What is her role in the organization? What are the main constraints on UN action? Your sources will be the course readings, primarily from Part I as well as the websites of the listed organizations. Due: 9/15

Second briefing paper: (1,250-1,500 words) You are an analyst working in policy analysis section of your country's delegation to the United Nations. Your country's Ambassador to the United Nations has asked for an assessment of new actors, changes in the processes of governance and changing political environments within which diplomats must operate. Your job is to provide an assessment of one aspect of these changes (your choice of subjects from part II) that will be particularly important to the diplomatic efforts of your country (and of the work of the UN Ambassador in particular). Your assessment should: 1) explain the significance of factor analyzed; 2) explain the impact of this factor on your country and its foreign policy 3) offer policy options for international cooperation, particularly through the United Nations, that could be advanced by the UN Ambassador. Due: 10/13

Team project: Students working in teams will produce a group presentation (15 minutes) and report (1,750-2,000 words) analyzing a specific instance or case of one of the global governance functions addressed in the course. Students will be assigned to groups and the instructor will distribute topics. The presentations will take place during our class sessions on 10/6 and 10/13. Groups should use Zoom or other webconference tool to meet outside of class to work together on the project.

Issue brief: Each student will select a substantive issue area of global governance (from part III) other than an issue addressed in their team project and write a briefing memo (1,750 - 2,000 words) that summarizes key aspects of the issue selected, explains challenges that confront policymakers and offers policy options that address those challenges. The memo is due on date of the class in which the issue is discussed. During that session, the student will also give the class a briefing (no more than 10 minutes; 5 slides). Students should inform the instructor of the issue area from part III they would like to analyze with a rank order of second and third choices no later than 9/15. The instructor will then distribute student preferences for presentation slots across the five sessions of Part III. If a student has a compelling interest in presenting an issue brief on a topic that fits one of the three sessions of Part II, he or she should talk with the instructor about this option. Once the interest area is selected, students should read the required readings for the week and look at suggested readings as he or she focuses in on a specific topic for the brief. Students should also go to UN Web TV http://webtv.un.org and watch recent presentations and meetings dealing with this issue, which will then provide additional information that students may use in their briefings.

Final exam: Take-home -- two essays; Will be given to students on Nov. 24 and is due on Dec. 4 (no extensions).

Masters Grading:		
	Class participation	about 20%
	Questions	about 5%
	Statements	about 5%
	1st Briefing paper	about 10%
	2nd Briefing paper	about 10%
	Group project	about 10%
	Issue brief	about 20%
	Final exam	about 20%

PhD students: Instead of a briefing paper, group project and issue brief, PhD students will submit review papers, take a midterm exam and submit a final paper.

Reaction papers: PhD Students will submit three brief papers (of approx. 1,000 words) in which student react to required weekly readings of three selected class sessions. These review papers are intended generate informed class discussion, so they must be written and submitted before class. Students should email the paper (must arrive in the instructor's mailbox before class). These papers should briefly state the main arguments of individual pieces assigned, critically evaluate arguments made and (when possible) relate the articles to one another. Each review paper is worth 5% of the course grade. Excellent papers will receive 5 points, good 4 points, failing 3 points. A total of three reviews must be submitted for full credit. Students may choose which week's readings to review, however, reviews of readings chosen must be distributed in the following manner:
One review of the readings from a session of Part I
One review of the readings from a session of Part II
One review of the readings from a session of Part III
If students do not hand in the required reviews by the end of each part of the course, the overdue review will be considered a failing review. They will not receive credit for the missing reviews.

Midterm: PhD Students will receive a take-home midterm examination distributed via email, date TBA.

Final paper: PhD Students are expected to write a paper of 5,000 to 6,000 words (double-paced, 12 pt, one inch margins). Students are expected to primarily draw on the material from the syllabus but students should also draw on relevant recommended readings and incorporate outside material. Papers submitted by PhD students should demonstrate a command of the theoretical literature relevant to the topic selected and develop an analytical argument related to debates in that literature. PhD students should model their paper on articles published in *International Organization* or *Global Governance*. All students may select a topic of their own choosing as long as it is within the confines of the course and approved by the instructor. A good approach would be to analyze some aspect of globalization and the political response to it on the part of international organizations, states, NGOs, and/or other international actors. At the very beginning of the course, students should carefully review the entire syllabus and scan readings for possible topics. Students are expected to submit a paper topic by September 8. Students are expected to submit a full paper proposal comprised of a 100-150 word abstract, outline and bibliography by Sept 22. If students miss this deadline, a half letter grade will be subtracted from the final grade for the paper. Students will give a brief presentation (15 minutes max) of their paper project to other PhD students and instructor. Seminar papers are due December 4.

PhD grading:		
	Class participation	**about 20%**
	Questions	**about 5%**
	Statements	**about 5%**
	Review papers	**about 15%**
	Midterm	**about 20%**
	Term paper	**about 35%**

Grade Scale:

A	90 and above
A-	88-89
B+	85-87
B	80-84
B-	78-79
C+	75-77
C	70-74
C-	68-69
D+	65-67
D	60-64
E	Below 60

Late assignments will be penalized.

Incomplete grades: A tentative grade given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work will not be later than one month before the end of the Fall semester. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.

References:
All papers submitted must have all sources properly referenced. The "Harvard style" with in-text references to items in a bibliography at the end of the paper is recommended, see:
http://openjournals.net/files/Ref/HARVARD2009%20Reference%20guide.pdf Alternatively, students may use footnotes following the Chicago manual of style. Papers without proper references are unacceptable and will not be read. Papers should be emailed to the instructor (An additional hard copy may also be handed in.)

Academic integrity
All students are responsible for understanding and following the university's rules on academic integrity (see http://www.albany.edu/eltl/academic_integrity.php.) Students must properly reference **all** sources, including assigned readings, in **all** written assignments. References to all sources must be clearly indicated. Direct quotations must be marked with double quotation marks (e.g. "...") and the source cited.   Indirect quotations must have sources cited. Sources require citation each time they are referred to.

Class Schedule:

8/25 Introduction
Required:
Stephen M. Walt, "International Relations: One World Many Theories," *Foreign Policy*, 110 (Spr. 1998) 29-46.
*Waltz, Kenneth. "The Anarchic Structure of World Politics," pp. 29-49. In Art and Jervis's *International Politics: Enduring Concepts and Contemporary Issues.* New York: Pearson, 2013.
Robert O. Keohane, "International institutions: Can Interdependence Work? *Foreign Policy* #110 (Spring 1998)
Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, Issue 3, (Summer 1993) pp. 22-49.
Stephen D. Krasner, "Sovereignty," *Foreign Policy*, No 122 Jan/Feb2001.

PART I. The State System and International Organizations

9/1 The Practice of Diplomacy
Required:
Berridge, *Diplomacy: Theory and Practice*, Chapters 1-10 and 13 (pp. 1-167; 198-209)
Robert D Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* 42.3 (1988): 427–460.
Bethany Milton, "My Final Break with the Trump State Department." *The New York Times* August 26, 2019. https://nyti.ms/2ZiRhAF
"The dereliction of American diplomacy" *Economist,* Aug 13, 2020
Recommended:
Joseph S. Nye, "Public Diplomacy and Soft Power," *The ANNALS of the American Academy of Political and Social Science*, Vol. 616, No 1 (2008), 94–109.
US Department of State Office of eDiplomacy http://www.state.gov/m/irm/ediplomacy/index.htm
Kopp and Naland, Part I
The Foreign Service Journal http://www.afsa.org/foreign-service-journal

9/8 The Development of International Organizations and the United Nations
Required:
Berridge, *Diplomacy: Theory and Practice*, Chapters 11-12 (pp. 168-197)
Karns and Mingst, pp. 75-101.
The Charter of the United Nations (pdf, pp. 2-20) https://treaties.un.org/doc/publication/ctc/uncharter.pdf
Introductory note http://www.un.org/en/sections/un-charter/introductory-note/index.html
The Essential UN http://www.un.org/en/essential-un/
Thomas G. Weiss, "Reinvigorating the International Civil Service," *Global Governance*, Vol. 16, No. 1 (Jan.–Mar. 2010), pp. 39-57
Anthony Banbury, "I Love the U.N., but It Is Failing," *New York Times*, March 18, 2016
Kevin Rudd, "UN Reform under the Trump Administration: The Way Ahead," *The Washington Quarterly* • Vol. 40, No. 1 (January 2017), pp. 95–107
"The new world disorder: UNhappy birthday" Special Report, *Economist* June 18, 2020.
Visit Union of International Organizations website http://www.uia.org; look at *Yearbook of International Organizations*
Background:
Karns and Mingst, pp. 102-160.
Recommended:
Kopp and Naland, Part II

9/15 Regional Integration: The European Union
(1ˢᵗ Briefing paper due)
Required:
"Europe in 12 lessons," part of the *European Union Explained* series: posted at:

https://europa.eu/european-union/about-eu/eu-in-brief_en (38 pp.)

*David Mitrany, "A Working Peace System," in Brent Nelson and Alexander C-G Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (Boulder, Lynne Reinner, 2014)

*Ernst B. Haas, "The Uniting of Europe" in Nelson and Stubb, *The European Union*

*Stanley Hoffmann, "Obstinate or Obsolete? The Fate of the Nation-State and the Case of Western Europe" in Nelson and Stubb, *The European Union*

Jakub Grygiel, "The Return of Nation-States: The Upside to the EU's Crisis," *Foreign Affairs*, Sept/Oct 2016, pp. 94-101.

Alina Polyakova and Benjamin Haddad, "Europe Alone: What Comes After the Transatlantic Alliance," *Foreign Affairs* July/August 2019

Visit the EU's website: http://europa.eu

Background:
Karns and Mingst, Ch 5 (pp. 161-238)
Recommended:
Kopp and Naland, Part III

9/22 International Law, Regimes and Institutions
Required:
*J. Martin Rochester. 2012. *Between Peril and Promise: The Politics of International Law*. Washington, DC: CQ Press, Chs 1-3

Robert O. Keohane, "The demand for international regimes," *International Organization*, Vol. 36, 2 (March 1982), pp. 325 - 355.

Background:
Karns and Mingst, Ch. 2 (pp. 43-74).
Recommended:
Kopp and Naland, Part IV, appendices A&B

Part II Actors, Processes and Emerging Trends

9/29 Globalization
Required:
*John Naughton, "The Evolution of the Internet: From Military Experiment to General Purpose Technology," *Journal of Cyber Policy*, Vol. 1, No. 1 (April 2016), pp. 5–28.

Peter F. Drucker, "The Global Economy and the Nation-State," *Foreign Affairs*, (Sept/Oct. 1997).

Thomas L. Friedman, "It's a Flat World After All," *New York Times Magazine* (April 3, 2005).
http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE.html

*Martin Wolf, "Will Globalization Survive," Institute for International Economics, April 5, 2005

Kishore Mahbubani and Lawrence H. Summers, "The Fusion of Civilizations," *Foreign Affairs*, May/June 2016.

Susan Lund and Laura Tyson, "Globalization Is Not in Retreat: Digital Technology and the Future of Trade," *Foreign Affairs*, May/June 2018, 130-140.

"Global supply chains: The world is not flat," Special Report, *Economist* July 11, 2019.

Dani Rodrik, "Globalization's Wrong Turn," *Foreign Affairs*, July/Aug 2019.

Henry Farrell and Abraham L. Newman, "Chained to Globalization: Why It's Too Late to Decouple," *Foreign Affairs*, Jan/Feb 2020.

Visit the World Economic Forum at: http://www.weforum.org/

Background:
Karns and Mingst, ch 8 (pp. 379-424)

10/6 Non-state Actors, Transnational and Transgovernmental Relations
(Group project presentations)

Required:
James N. Rosenau, "Governance in the Twenty-first Century," *Global Governance*, V1 (1995), pp 13-43.
Jessica Mathews "Power Shift," *Foreign Affairs*, Vol. 76, No. 1 (Jan/Feb 1997), 50-66
Anne-Marie Slaughter, "A Real New World Order," *Foreign Affairs*, Vol. 76, No. 5 (Sep. - Oct., 1997), pp. 183-197
Thomas G. Weiss, Tatiana Carayannis and Richard Jolly, "The "Third" United Nations," *Global Governance*, Vol. 15, No. 1 (January–March 2009), pp. 123-142.
Jutta Joachim Andrea Schneiker, "Humanitarian NGOs as Businesses and Managers: Theoretical Reflection on an Under-Explored Phenomenon," *International Studies Perspectives*, Vol. 19, No. 2, (May 2018), pp. 170–187.
Jean-Philippe Thérien, Vincent Pouliot "The Global Compact: Shifting the Politics of International Development?" *Global Governance*, January 2006, Vol. 12, No. 1, pp. 55-75.
Visit "UN Global Compact" at http://www.unglobalcompact.org
Background:
Karns and Mingst, Ch. 6 (pp. 239-278).

10/13 Democratic Deficits, Anti-Globalization and Challenges to Global Governance
(Group project presentations)
(2nd Briefing paper due)
*Ralph Nader and Lori Wallach, "GATT, NAFTA and the Subversion of the Democratic Process," in Jerry Mander and Edward Goldsmith *The Case Against the Global Economy* (Sierra Club Books, 1996)
Joseph S. Nye Jr. "Globalization's Democratic Deficit," *Foreign Affairs*, 80:4 (Jul/Aug) 2001
Daniel Deudney and G. John Ikenberry, "Liberal World: The Resilient Order," *Foreign Affairs*, July/Aug 2018, 16-24.
Graham Allison, "The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom," *Foreign Affairs*, July/August 2018, 124-133.
Alexander Cooley and Daniel H. Nexon, "How Hegemony Ends: The Unraveling of American Power," *Foreign Affairs*, July/August 2020
Stewart Patrick, "The Unruled World: The Case for Good Enough Global Governance," *Foreign Affairs*, Jan/Feb 2014.
Thomas G. Weiss and Rorden Wilkinson, "The Globally Governed—Everyday Global Governance," *Global Governance* 24 (2018), 193–210
Thomas G. Weiss, David P. Forsythe, and Roger A. Coate, "The United States, the UN, and New Nationalisms: Old Truths, New Developments." *Global Governance*, Vol. 25, Issue 4, (Oct-Dec 2019).

Recommended:
Michael J. Mazarr, "Summary of the Building a Sustainable International Order Project," RAND, 2018 (32 pages)
https://www.rand.org/pubs/research_reports/RR2397.html

Part III Issues of Global Governance

10/20 Peace and Security
Required:
Visit "Peace and Security" section of UN website: http://www.un.org/en/peace/index.shtml
Global Issues: Peace and Security" http://www.un.org/en/sections/issues-depth/peace-and-security/index.html
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10/27 Human Rights
Required:
Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/index.html
"Global Issues: Human Rights" http://www.un.org/en/sections/issues-depth/human-rights/index.html
Visit "Human Rights" section of UN website: http://www.un.org/en/rights/
Read "issue brief"; look at "timeline" and "map" of "Human Rights" section of Council on Foreign Relations "Global Governance Monitor" at: https://www.cfr.org/global-governance/global-governance-monitor/p18985#!/human-rights
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Theodore M. Brown and Susan Ladwig, "COVID-19, China, the World Health Organization, and the Limits of International Health Diplomacy," American Journal of Public Health; Vol. 110, No. 8 (Aug 2020): 1149-51.
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Required:
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Joseph Chamie, "World Population: 2020 Overview," *YaleGlobal Online*, Feb. 11, 2020.
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World Population Prospects 2019 Highlights (39 pp.)
    https://population.un.org/wpp/Publications/Files/WPP2019_Highlights.pdf
"Interrelationships between populations, sustained economic growth and sustainable development" (read pp. 15-19; skim rest) Chapter 1, *Compendium of Recommendations on Population and Development, Vol. I*
    http://www.un.org/en/development/desa/population/publications/policy/CompendiumVol1.shtml
Watch: Millennium Development Goals for 2015 https://www.youtube.com/watch?v=v3p2VLTowAA
Watch: Transitioning from the MDGs to the SDGs https://www.youtube.com/watch?v=5_hLuEui6ww
"Changes in Government Views and Policies on Population since the 1994 International Conference on Population and Development" *Population Facts* No. 2013/1 (July 2013), UN Population Division
    http://www.un.org/en/development/desa/population/publications/pdf/popfacts/popfacts_2013-1.pdf
2018 Goalkeepers Data Report, Bill & Melinda Gates Foundation, pp. 1-17 posted at:
    https://www.gatesfoundation.org/goalkeepers/report?download=false
Nicholas Eberstadt, "With Great Demographics Comes Great Power: Why Population Will Drive Geopolitics," *Foreign Affairs*, Jan/Feb 2020.

Recommended:
Visit United Nations Population Division website http://www.un.org/en/development/desa/population/
Visit United Nations Population Fund website: http://www.unfpa.org/pds
Visit United Nations Development Program website: http://www.undp.org (especially Human Development Report)

11/24 Refugees and Migration
Required:
"Global Issues: Refugees" http://www.un.org/en/sections/issues-depth/refugees/index.html
"International Migration Report 2019," UN Department of Economic and Social Affairs, ST/ESA/SER.A/438 (67 pp.)
    https://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/InternationalMigration2019_Report.pdf
*Rey Koslowski, "Global Mobility Regimes: a Conceptual Framework," in Rey Koslowski, ed. *Global Mobility Regimes* (Palgrave Macmillan, 2011, pp. 1-25).
"The magic of migration," special report, *The Economist*, Nov 14, 2019
Read: UNHCR's *Global Report 2019* (pp. 1-68) at https://reporting.unhcr.org/publications
Read: Global Compact for Safe, Orderly and Regular Migration, Final Draft July 13, 2018 (34 pp.)
    https://refugeesmigrants.un.org/sites/default/files/180711_final_draft_0.pdf
Read: Global Compact on Refugees, Advance Version, July 20, 2018 (24 pp.)
http://www.unhcr.org/en-us/events/conferences/5b51fd587/advance-version-proposed-global-compact-refugees-20-july-2018.html
Recommended:
Visit UNHCR website http://www.unhcr.org/
Visit International Organization for Migration website: https://www.iom.int
Visit International Labour Organization website: http://www.ilo.org especially "labour migration"
Visit UN Network on Migration website: https://migrationnetwork.un.org

Additional readings for PhD students:

PART I. The State System and International Organizations

9/1 The Practice of Diplomacy and the International System
Inis Claude, "Collective Legitimization as a Political Function for the UN," *International Organization*, 20 (1966): 367-79.

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J. Martin Rochester, "The Rise and Fall of International Organization as a Field of Study,"
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Ernst B. Haas, The Uniting of Europe
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All in Brent Nelson and Alexander C-G Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (Boulder, Lynne Reinner, 2014)
Recommended:
Wayne Sandholtz and John Zysman, "1992: Recasting the European Bargain" and Andrew Moravcsik, "The Choice for Europe," in Brent Nelson and Alexander C-G Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (Boulder, Lynne Reinner, 2014)
The journal: *Journal of Common Market Studies*
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9/22 International Law, Regimes and Institutions
John Gerard Ruggie, "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization*, Vol. 36, No. 2 (Spring, 1982), pp. 379- 415
Friedrich Kratochwil and John Gerard Ruggie, "International Organization: A State of the Art on an Art of the State," *International Organization* 40 (1986) 753-776
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Grieco, Joseph. 1988. "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism." *International Organization* 42(3): 485-507.
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Recommended:
Robert Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton: Princeton University Press, 1984).
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John Gerard Ruggie, ed. *Multilateralism Matters* (NY: Columbia University Press, 1993)
Peter J. Katzenstein., Robert O. Keohane and Stephen D. Krasner "International Organization and the Study of World Politics," *International Organization* 52 (1998): 645 – 685.
Friedrich Kratochwil and Edward D. Mansfield, *International Organization: A Reader* 2nd ed. (Pearson 2005)

Part II Actors, Processes and Emerging Trends

9/29 Globalization

Kenneth N. Waltz, "Globalization and Governance" *PS: Political Science and Politics*, Dec 1999
David Lake, "Rightful Rules: Authority, Order, and the Foundations of Global Governance," *International Studies Quarterly* 54 (September 2010), pp. 687-613.
http://dss.ucsd.edu/~dlake/documents/RightfulRulesISQpublished.pdf
Recommended:
Martin Hewson and Timothy Sinclair, *Approaches to Global Governance Theory* (SUNY Press, 1999)

10/6 Non-state Actors, Transnationalism and Transgovernmentalism

Joseph S. Nye and Robert O. Keohane "Transnational Relations and World Politics: An Introduction," *International Organization*, 25 (1971), pp. 329-349.
Thomas Risse-Kappen, 'Bringing Transnational Relations Back In: Introduction', in Thomas Risse-Kappen (ed.) *Bringing Transnational Relations Back In: Non-state Actors, Domestic Structures and International Institutions* (Cambridge: Cambridge University Press), pp. 3-36.
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Robert O. Keohane and Joseph S. Nye, "Transgovernmental Relations and International Organizations," *World Politics* Vol. 27 No 1 (1974), pp. 39-62.

Recommended:
Raustiala, Kal, The Architecture of International Cooperation: Transgovernmental Networks and the Future of International Law. *Virginia Journal of International Law*, Vol. 43, 2002, pp. 1-92. Available at SSRN: https://ssrn.com/abstract=333381 or http://dx.doi.org/10.2139/ssrn.333381

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