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 human rights and weapons proliferation to the environment 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. 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, 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.p12.nysed.gov/ciai/socst/documents/sslearn.pdf). 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 before the course begins and consult the instructor for a few additional readings that the student should complete at the beginning of the semester.

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, European Union, International Monetary Fund, World Bank, World Trade Organization.
3. Understand how the major theories of international relations address the issue of global governance
4. Have a basic understanding of international law, international regimes, international institutions, transgovernmental 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 synchronous distance learning course that utilizes Zoom to enable members of class sessions in both Albany and New York City to interact. We will also have guest lecturers join class from remote locations using Zoom as well as allow groups of students to work together on group projects using Zoom. 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 that 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.

Knowledge of World History, Geography and Current Events
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. Those who cannot meet these standards when they begin the course need to be able to meet to 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.p12.nysed.gov/ciai/socst/pub/sscore2.pdf. In particular, students should master the content listed in UNIT SIX: A HALF CENTURY OF CRISIS AND ACHIEVEMENT (1900 - 1945), UNIT SEVEN: THE 20TH CENTURY SINCE 1945 and UNIT EIGHT: GLOBAL CONNECTIONS AND INTERACTIONS (pp. 111-120). In terms of geography, students should at least be able to identify the 80 largest countries in the world by population or GDP on a map (see CIA world fact book https://www.cia.gov/library/publications/the-world-factbook/ “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” http://www.state.gov/r/pa/ei/bgn/. All students should read a high quality daily news source with good international coverage (e.g. New York Times; Wall Street Journal; Washington Post) supplemented by a weekly newsmagazine, such as the Economist.

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 Charles A. Gillespie, 2nd Ed., Career Diplomacy: Life and Work in the U.S. Foreign Service (Georgetown University Press, 2011) 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).
Texts (available at the UAlbany Bookstore):


Unless noted, all required journal articles can be accessed on-line at the UAlbany Library website under “online-journals.” This includes articles in *International Organization*, *Global Governance*, *International Studies Quarterly*, *Foreign Affairs*, *Foreign Policy*, *International Affairs*, *Economist*, etc.

Description of requirements:

**Class participation:** All students are expected to attend all classes, complete all assigned readings in advance of class and be prepared to discuss them, including cold calls. 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 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 the instructor to organize class discussions effectively, and for students to get to know one another better.

**Extemporaneous speech:** All students will give an extemporaneous speech of 5 to 7 minutes on a topic related to the course at the beginning of a class session. Students will select the date of the speech but students will receive a topic randomly selected by the instructor and emailed to the student 40 minutes in advance of class. The student will then have approximately 30 minutes to prepare and practice the speech. Students may review newspapers, journal articles and online resources, etc., however, the student may only use 50 words of notes on a 3x5 index card when delivering the speech. After all students complete their speeches for the class session, the instructor and classmates may offer comments and suggestions. The assignment will be graded on a pass/fail basis and will only impact the student’s grade if it is not completed. More information about extemporaneous speaking can be found at the National Forensic League website: [http://www.nationalforensicleague.org](http://www.nationalforensicleague.org)

**Questions for discussion:** All students should formulate at least one or two thoughtful questions about the required common readings for each week of class (aside from the first class, i.e., 12 weeks worth). These questions should be formulated with the audience of the entire class in mind and with the objective of generating discussion. Students must post the questions on 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). This inventory of questions must be submitted to the instructor via email on the last day of class.

**Briefing paper:** (maximum 1,500 words) for a newly-elected Secretary-General of the United Nations. 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 and how they are changing. Who are the key actors? What are the political dynamics? What are the major trends? Your sources will be the course readings, primarily of Parts I and II as well as the websites of the listed organizations. Due: 10/31

**Team project:** Masters students working in teams will produce a group presentation (15 minutes) and report (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 as part of the class sessions. Groups should use Zoom or other webconference tool to meet outside of class to work
together on the project.

**Issue brief:** Each masters student will select a substantive issue area of global governance (from part III) and write a paper (1,500 words) that summarized key aspects of the issue selected, related challenges that confront policymakers and policy options that address those challenges. The brief is due on date of the class in which the issue is discussed. Students should inform the instructor of the issue area they will analyze no later than 10/17.

**Final exam:** structure TBA

**Masters Grading:**

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<tr>
<td>Class participation</td>
<td>about 20%</td>
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<tr>
<td>Questions</td>
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<tr>
<td>Briefing paper</td>
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<td>Group project</td>
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<td>Issue brief</td>
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<td>Final exam</td>
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**PhD students:** Instead of a briefing paper, group project and issue brief, PhD students will submit reaction papers, take a midterm exam and submit a term paper.

**Reaction papers:** PhD Students will submit three brief papers (of approx. 1000 words) in which student react to required weekly readings of four selected class sessions. These reaction papers are intended generate informed class discussion, so they must be written and submitted before class. It is best for students to hand in a hard copy but they may also email a 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 reaction 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.

**Term paper:** PhD Students are expected to write a paper of 6,000 to 7,000 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*. 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 12. Students are expected to submit a full paper proposal comprised of a 100-150 word abstract, outline and bibliography by Sept 26. 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 on the last day of class, December 12.

**PhD grading:**

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<tr>
<td>Class participation</td>
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<tr>
<td>Questions</td>
<td>about 5%</td>
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<tr>
<td>Reviews</td>
<td>about 15%</td>
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<tr>
<td>Midterm</td>
<td>about 20%</td>
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<tr>
<td>Term paper</td>
<td>about 40%</td>
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All students:
All sources must be in a bibliography at the end of the paper and properly referenced in the text. The “Harvard style” of reference list with in-text references is recommended for Masters students but 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.)

Late assignments will be penalized.

Plagiarism and cheating will not be tolerated.
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 source cited. Sources require citation each time they are referred to.

Class Schedule:

8/29 Introduction
Required:
Karns and Mingst, Ch. 1 (pp. 1-42)

9/5 classes suspended: Labor Day

PART I. Nation-states, State System and International Organizations

9/12 The Practice of Diplomacy and the International System
Hamilton and Richard Langhorne, Intro, Chs. 1-4 (pp. 1-141),
Recommended:
Kopp and Gillespie, Part I (pp. 1-50)

9/19 The League of Nations and the development of the UN
Required:
Hamilton and Richard Langhorne, 5-6 (pp. 185-228). 
Karns and Mingst, Chs. 3-4 (pp. 75-160). 
Visit Union of International Organizations website http://www.uia.org; look at Yearbook of International Organizations
Recommended:
Kopp and Gillespie, Part II (pp. 51-131)
The journal: International Organization (before 1980)
The United Nations History Project http://unhistoryproject.org/

9/26 International Law, Regimes and Institutions
Required:
Karns and Mingst, Ch. 2 (pp. 43-74).
Recommended:
10/3 classes suspended: Rosh Hashanah

10/10 Regional Integration
Required:
Karns and Mingst, Ch 5 (pp. 161-238)
“Guide to the EU for Americans” (44 pp.) at: http://www.euintheus.org/resources-learning/eu-guide-for-americans/
Matthias Matthijs and R. Daniel Kelemen, “Europe Reborn: How to Save the European Union From Irrelevance,” Foreign Affairs, Jan/Feb 2015,
Visit the EU’s website: http://europa.eu.int/
Recommended:
Kopp and Gillespie, Part IV, appendices A&B (pp. 187-212)
The journal: Journal of Common Market Studies
The journal: Journal of European Public Policy

Part II Actors, Processes and Emerging Trends

10/17 Globalization and Governance
Required:
Karns and Mingst, ch 8 (pp. 379-424)
Visit the World Economic Forum at: http://www.weforum.org/
Recommended:
The Commission on Global Governance, Our Global Neighborhood available at: http://www.cgg.ch
The journal: Global Governance

10/24 Rise of non-state actors: Toward a global civil society?
Required:
Karns and Mingst, Ch. 6 (pp. 239-278).
Recommended:
Our Global Neighborhood, Section “Global Civil Society” in chapter 5 at: http://www.cgg.ch
The journal: Transnational Associations

10/31 Transgovernmental Relations and Public-Private Cooperation
Briefing paper due
Required:
Visit “UN Global Compact” at http://www.unglobalcompact.org
Recommended:
11/7 e-diplomacy and e-governance
Required:
Fergus Hanson, Revolution@ State: The Spread of Ediplomacy: Lowy Institute for International Policy, March 2012.
http://www.brookings.edu/~media/research/files/reports/2012/3/ediplomacy%20hanson/03_ediplomacy_hanson
Umoja "about" https://umoja.un.org/about
Recommended:
US Department of State Office of eDiplomacy http://www.state.gov/m/irm/ediplomacy/index.htm

Part III Issues of Global Governance

11/14 Peace and Security
Required:
Karns and Mingst, Ch 7 (pp. 279-378)

11/21 Human Rights
Required:
Karns and Mingst, Ch. 10 (pp. 467-528)
Watch overview, read timeline and matrix of “Human Rights” section of Council on Foreign Relations “Global Governance Monitor” http://www.cfr.org/ggmonitor
David Milibrand and Ravi Gurumurthy, "Improving Humanitarian Aid," Foreign Affairs, July-August 2015, 118-129.
Michael Barnett and Peter Walker “Regime Change for Humanitarian Aid,” Foreign Affairs, July-August 2015, 130-141.

11/28 Population, Refugees and Migration
Required:
“International Migration Report 2015,” UN Department of Economic and Social Affairs, ST/ESA/SER.A/375
Recommended:
Visit UNHCR website http://www.unhcr.org/
Visit International Labour Organization website: http://www.ilo.org especially “labour migration”
Visit Global Migration Group Website: [http://www.globalmigrationgroup.org](http://www.globalmigrationgroup.org)

12/5 The Global Environment
Required:
Karns and Mingst, Ch. 11 (pp. 529-572).
Watch overview, read timeline and matrix of “Climate Change” section of Council on Foreign Relations “Global Governance Monitor” [http://www.cfr.org/ggmonitor](http://www.cfr.org/ggmonitor)

12/12 Anti-Globalization Reactions, Democratic Deficits and UN Reform
Required:
Karns and Mingst, 12 (pp. 573-592)
“Globalisation and politics: Drawbridges up,” Economist, July 30, 2016

Additional readings for PhD students:

9/12 The Practice of Diplomacy and the International System

9/19 The League of Nations and the development of the UN

9/26 International Law, Regimes and Institutions

Recommended:


10/10 Regional Integration

David Mitrany, *A Working Peace System*

Karl W. Deutsch, et al. *Political Community and the North Atlantic Area*

Ernst B. Haas, *The Uniting of Europe*

Stanley Hoffmann, “Obstinate or Obsolete? The Fate of the Nation-State and the Case of Western 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)

Recommended:


The journal: *Journal of Common Market Studies*

The journal: *Journal of European Public Policy*

10/17 Globalization and Governance

Kenneth N. Waltz, "Globalization and Governance" *PS: Political Science and Politics*, Dec 1999


Recommended:


10/24 Rise of non-state actors: Toward a global civil society?


10/31 Transgovernmental Relations, Public-Private Cooperation and Private Authority

