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RINT 501
Milne 215
T 5:45-9:25
Office Hrs: T 4-5:45 and by apt.

Global Governance Fall 2017

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.

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 open to political science PhD students who will receive an additional list of readings and different writing assignments to help prepare them for taking comprehensive exams and beginning dissertation research.

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 synchronous distance learning course that utilizes Zoom to enable members of class sessions in Albany to interact with students elsewhere. 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 and Geography

In order to 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.p12.nysed.gov/ciai/socst/documents/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.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/>.

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*; *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 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).

Texts (available at the UAlbany Bookstore):

Joseph M. Siracusa, *Diplomacy: A Very Short Introduction* (Oxford: Oxford University Press, 2010).

Margaret P. Karns and Karen Mingst, *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. 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 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>

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., 14 weeks worth). Each question should explicitly reference one or more of the assigned readings, 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 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: (maximum 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: 9/26

Second briefing paper: (maximum 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: 10/24

Team project: Students working in teams will produce a group presentation (15 minutes) and report (1,500 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 session on 11/7. 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 (1,500 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 they will analyze no later than 10/3.

Final exam: Take-home -- two essays

Grading:	Class participation	about 20%
	Questions	about 5%
	Quizzes	about 10%
	1st Briefing paper	about 10%
	2nd Briefing paper	about 10%
	Group project	about 10%
	Issue brief	about 15%
	Final exam	about 20%

Late assignments will be penalized.

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/elit/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:

8/29 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.

Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, Issue 3, (Summer 1993) pp. 22-49.

PART I. The State System and International Organizations

9/5 The Practice of Diplomacy

Required:

Siracusa, *Diplomacy*, preface, chapters 1-4.

Case: "Intelligence: A Key Partner to Diplomacy," Case # 337, Institute for the Study of Diplomacy, purchase at: <https://casestudies.isd.georgetown.edu/collections/frontpage>

Recommended:

Kopp and Naland, Part I

9/12 The Development of International Organizations and the United Nations

Required:

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

Go to UN Web TV <http://webtv.un.org> Select an event on a topic of interest and watch

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

9/19 Regional Integration: The European Union

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.)

Matthias Matthijs and R. Daniel Kelemen, "Europe Reborn: How to Save the European Union From Irrelevance," *Foreign Affairs*, Jan/Feb 2015,

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

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

Background:

Karns and Mingst, Ch 5 (pp. 161-238)

Recommended:

Kopp and Naland, Part III

9/26 International Law, Regimes and Institutions

(1st Briefing paper due)

Required:

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

Robert O. Keohane, "International institutions: Can Interdependence Work?" *Foreign Policy* #110 (Spring 1998)

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

10/3 Globalization

Required:

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

Erik Brynjolfsson, Andrew McAfee, Michael, Spence, "New World Order," *Foreign Affairs*, Jul/Aug 2014.

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

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

Background:

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

10/10 Non-state Actors, Transnationalism and Transgovernmentalism

Required:

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.

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).

Siracusa, *Diplomacy*, chapter 6.

10/17 The Information Revolution, E-diplomacy and Governance

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.

*Fergus Hanson, *Revolution@ State: The Spread of Ediplomacy*: Lowy Institute for International Policy, Mar 2012.

US Department of State Office of eDiplomacy <http://www.state.gov/m/irm/ediplomacy/index.htm>

Umoja "about" <https://umoja.un.org/about>

Anne-Marie Slaughter, "How to Succeed in the Networked World: A Grand Strategy for the Digital Age," *Foreign Affairs*, Nov/Dec. 2016.

Laura DeNardis and Mark Raymond, "Thinking Clearly about Multistakeholder Internet Governance," Eighth Annual GigaNet Symposium, Bali, Indonesia October 21, 2013 <http://www.phibetaiota.net/wp-content/uploads/2013/11/Multistakeholder-Internet-Governance.pdf>

10/24 Democratic Deficits, Anti-Globalization Reactions and Challenges to Governance (2nd Briefing paper due)

David Held, "Democracy and Globalization," *Global Governance* 3 (1997) pp. 251-267.

*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)

Fareed Zakaria, "Populism on the March: Why the West is in Trouble," *Foreign Affairs*, Nov/Dec 2016, pp. 9-15.

Fred Hu and Michael Spence, "Why Globalization Stalled," *Foreign Affairs*, July/Aug 2017, pp 54-63.

Stewart Patrick, "The Unruled World: The Case for Good Enough Global Governance," *Foreign Affairs*, Jan/Feb 2014.

Bruce W. Jentleson, "Global Governance, the United Nations, and the Challenge of Trumping Trump," *Global Governance* 23 (2017), 143–149.

Visit "Strengthening the UN webpage at: <http://www.un.org/en/strengtheningtheun/>

Part III Issues of Global Governance

10/31 Peace and Security

Required:

Visit "Peace and Security" section of UN website: <http://www.un.org/en/peace/index.shtml>

"Global Issues: Disarmament" <http://www.un.org/en/globalissues/disarmament/index.shtml>

David Bosco, "Assessing the UN Security Council: A Concert Perspective," *Global Governance* 20 (2014), 545–61.

*Pugh, "Peace Enforcement," in Weiss & Daws, *The Oxford Handbook on the United Nations*;

Background:

Karns and Mingst, Ch 7 (pp. 279-378)

11/7 Human Rights

(Group project presentations)

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>

Case: "United States and Thailand: Diplomatic Wrangles in the War on Human Trafficking" Harvard Kennedy School, Case # 1991.0, available for purchase at: <https://case.hks.harvard.edu>

Background:

Karns and Mingst, Ch. 10 (pp. 467-528)

11/14 Population and Development

Required:

"Global Issues: Population" at: <http://www.un.org/en/sections/issues-depth/population/index.html>

"Press release" for World Population Prospects: 2017 Revision at:

<http://www.un.org/en/development/desa/population/events/other/21/index.shtml>

"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

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)

11/21 Refugees and Migration

Required:

“Global Issues: Refugees” <http://www.un.org/en/sections/issues-depth/refugees/index.html>
“International Migration Report 2015,” UN Department of Economic and Social Affairs, ST/ESA/SER.A/375
http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2015_Highlights.pdf
*Rey Koslowski, “Global Mobility Regimes: a Conceptual Framework,” in Rey Koslowski, ed. *Global Mobility Regimes* (Palgrave Macmillan, 2011).
Read UNHCR’s *Global Report 2015* and *Global Appeal 2016-17* <http://www.unhcr.org/resources-and-publications.html>
“In safety and dignity: addressing large movements of refugees and migrants: Report of the Secretary-General” United Nations A/70/59, April 21, 2016 http://www.un.org/pga/70/wp-content/uploads/sites/10/2015/08/21-Apr_Refugees-and-Migrants-21-April-2016.pdf
“New York Declaration for Refugees and Migrants” UN General Assembly Sept. 13, 2016
http://www.un.org/ga/search/view_doc.asp?symbol=A/71/L.1

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>

11/28 Humanitarian Aid

Visit “Humanitarian Affairs” section of UN website: <http://www.un.org/en/humanitarian/>
David Miliband 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-Aug 2015, 130-141.
Anisya S. Thomas and Laura Rock Kopczak, *From Logistics to Supply Chain Management: The Path Forward in the Humanitarian Sector* (Fritz Institute: 2005), 15 pp.

12/5 The Global Environment

Required:

“Global Issues: Environment” at <http://www.un.org/en/globalissues/environment/>
Watch overview, read timeline and matrix of “Climate Change” section of Council on Foreign Relations “Global Governance Monitor” <http://www.cfr.org/ggmonitor>
Victor, et al, “The Climate Threat We Can Beat,” *Foreign Affairs*, 91 (May/June 2012).
Brian Deese, “Paris Isn’t Burning: Why the Climate Agreement Will Survive Trump,” *Foreign Affairs*, July/Aug 2017

Background:

Karns and Mingst, Ch. 11 (pp. 529-572).