BARUCH COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A PROGRAM IN INTERNATIONAL AFFAIRS
LEADING TO THE
MASTER OF INTERNATIONAL AFFAIRS DEGREE
EFFECTIVE FALL 2017
SPONSORED BY THE SCHOOL OF PUBLIC AFFAIRS

APPROVED BY
BARUCH COLLEGE GOVERNANCE
Approved by the faculty of the School of Public Affairs, April 23, 2015

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Provost’s Signature: 
Provost’s Name: David. P. Christy
### Task 1: Institution and Program Information

#### Institution Information

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Baruch College</th>
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<tr>
<td><strong>Institution Code (6 digits):</strong></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
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<tr>
<td>City:</td>
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</tr>
<tr>
<td>State/Country:</td>
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<tr>
<td>Zip:</td>
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<td><strong>Regents Regions:</strong></td>
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Specify campus(s) of the institution where program is offered, if other than the main campus:

The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs

Specify any other additional campus(s) where the program is offered besides the ones selected above:

If any courses will be offered off campus, indicate the location and number of courses and credits:

If the program will be registered jointly with another institution, please provide the partner institution's name:
<table>
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<tr>
<td>Number of Credits*:</td>
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* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

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If program is part of a dual degree program, provide the following information:

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<tr>
<td>Fax:</td>
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<td>Email:</td>
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## Task 2 - Proposed Program Information

**Guidance for this task can be found by clicking here:** [Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement](#)

**Relevant Regulations for this task can be found by clicking here:** [Relevant Regulations for Task 2](#)

### a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

- **Evening:** All requirements for the award must be offered during evening study.
- **Weekend:** All requirements for the award must be offered during weekend study.
- **Evening/Weekend:** All requirements for the award must be offered during a combination of evening and weekend study.
- **Day Addition:** For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
- **Not Full-Time:** The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
- **5-Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
- **4.5 Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
- **Upper-Division:** A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
- **Independent Study:** A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
- **Cooperative:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
- **Distance Education:** 50% or more of the course requirements for the award can be completed through study delivered by distance education.
- **External:** All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
- **Accelerated:** The program is offered in an accelerated curricular pattern which provides for early completion. [Semester hour requirements](#) in Commissioner's Regulations for instruction and supplementary assignments apply.
- **Standard Addition:** For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
- **Bilingual:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
- **Language Other Than English:** The program is taught in a language other than English.
- **Other Non-Standard Feature(s):** Please provide a detailed explanation.
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EXECUTIVE SUMMARY

Baruch College’s School of Public Affairs (SPA) proposes to offer a 42-credit Master of International Affairs (MIA) with four complementary concentrations: International Nongovernmental Organizations, Western Hemisphere Affairs, Trade Policy and Global Economic Governance and a special concentration that can be tailored to a student’s interest and career ambitions. This new degree builds on SPA’s nationally recognized strengths in the study of nonprofit organizations, governance and immigration.

In a world of globalizing opportunities, challenges and threats, the new degree – and its innovative emphasis on the synergies among the concentrations – will meet a rising demand from students and employers. The program’s rigorous core courses – including international economics, global communication, budgeting, policy analysis, quantitative and qualitative research methods – and rich elective offerings will equip our students with the competencies and knowledge to be forward thinking leaders in government, international institutions, international NGOs, foundations and the business world.

The degree program will be located in the School of Public Affairs and is a natural complement to SPA’s existing Master of Public Administration (MPA). It will draw on current SPA faculty members with expertise in international non-profits, global governance, international public administration, communication, diplomacy, and migration as well as SPA's relationships with educational institutions around the globe. We will collaborate closely with the Zicklin School of Business, which offers numerous classes in International Business and Marketing, to enrich elective offerings and draw upon the wide range of faculty expertise at the Weissman School of Arts and Sciences.

As a result, the proposed MIA program can be fully implemented in the first year with the addition of three new full-time faculty members – with expertise in Western Hemisphere affairs, international economic policy and international development, respectively – one additional staff member for career services, a small investment in promotion and marketing, and no additional capital costs. The full first year cost for the program is $685,000 with revenue of $418,000. Thereafter the program will produce more than it spends, netting more than $100,000 in year two, more than $400,000 in year three, more than $750,000 in year four, and more than $1,000,000 in year five on gross revenues of $1,800,000. (A full breakdown of costs and revenue in Appendices 7-10)

While there are degrees with similar titles at several of the larger, academically distinguished programs in public affairs around the country and strong New York area programs in security studies, diplomacy and international development, the MIA at SPA will be the only program with concentrations on the critically important areas of International Nongovernmental Organizations, Western Hemisphere Affairs and Trade Policy and Global Economic Governance and a special concentration that draws on the synergies among these fields. To assess the demand for this MIA degree and the competitive landscape, Baruch commissioned Maguire Associates, a market research firm specializing in the field of higher education. Key findings include:
• The market is crowded, but student and employer demand for an MIA is strong
• The Western Hemisphere and INGO tracks drew particular student interest
• Potential employers chose Western Hemisphere and Trade Policy as top tracks
• Baruch has strong and overwhelmingly positive name recognition
• Baruch’s location, price point, and the possibility of part time and hybrid study are also major selling points

A review of current job listings also shows strong employer demand for graduates with these skills and an MIA or comparable degree: Partnerships Analyst at the United Nations, Statistical Analyst at the World Bank, Program Officer at the Asia Society, Foreign Affairs Officer at the US Department of State, Program Manager and Policy Adviser at UNICEF, Resource Mobilization Specialist at the UN Development Program, Community Manager at the World Economic Forum (USA), Program Analyst at the International Food Policy Research Institute, and International Trade Compliance analyst for Northrop Grumman. (See Appendix 13.)

SPA also circulated a description of the proposed MIA and the course requirements and electives to several opinion leaders in the fields of government, non-profits and business and received strong endorsements for the design of the program and confirmation of the demand for students with this training. (The full letters can be found in Appendix 1.)

Some of the key responses:

• “There is a great need for professionals who understand global economic and political trends, and who also have rigorous training in the mechanics of policy analysis, budgeting and research. Your program offers both that theory and those concrete skills.”
  
  Luis Alberto Moreno, President Inter-American Development Bank

• “[The proposed MIA] ‘will equip your students well to compete for globally oriented jobs, whether they choose to pursue careers in the non-profit, government or for-profit sectors.’”
  
  Edie Fraser, Chairman World Affairs Council DC
  President and CEO, STEMconnector Vice Chair, Diversified Search

• “Philanthropic and non-governmental organizations in the US and around the world need to operate in new ways....Collaboration across sectors is critical and demands a highly adaptive generation of new leaders such as those that the Master of International Affairs seems certain to produce.”
  
  Susan Dentzer, Senior Policy Adviser Robert Wood Johnson Foundation and Board Member International Rescue Committee
As the world embarks on the new Sustainable Development Agenda, the timing for such a curriculum, grounded in rigorous and experiential work on governance, partnerships and new models of development, couldn’t be greater.”

Kathy Calvin, President and CEO United Nations Foundation

This proposal describes and documents SPA’s proposed Master in International Affairs, the need for the program, and the learning and professional goals. It contains a full description of the curriculum, with the requirements for all four tracks, an assessment of the cost to implement the program and the projected income that will make the MIA program fully financially sustainable. We appreciate your consideration.
ABSTRACT

Baruch College’s School of Public Affairs (SPA) proposes to offer a 42-credit Master of International Affairs (MIA) with four concentrations: International Nongovernmental Organizations, Western Hemisphere Affairs, Trade Policy and Global Economic Governance and a special concentration that can be tailored to a student’s interest and career ambitions.

The MIA degree program is a natural complement to SPA’s existing Master of Public Administration (MPA) and builds on the deep expertise of SPA’s faculty and particularly its nationally recognized strengths in the study of nonprofit organizations, governance, comparative public administration and immigration. We will also collaborate closely with the Weissman School of Arts and Sciences and the Zicklin School of Business to enrich elective offerings, including in the areas of international business and marketing, and draw upon their faculties’ wide range of knowledge and experience. Students who graduate with a MIA from SPA will be prepared to pursue or further develop globally-focused careers in international institutions, federal, state and local governments, foreign and trade ministries, foundations, international nongovernmental organizations, the corporate sector and public affairs consulting.
PURPOSE AND GOALS

A full understanding of global context and dimensions has become essential to almost every area of policy studies and for pursuing successful careers in many parts of the public and private sectors. Governments and international institutions are still key actors. But their power is increasingly being tested by non-state actors – for good and ill – with people, ideas and information moving ever more freely outside of official channels and across official borders. Borders are increasingly meaningless when it comes to addressing today’s most important policy challenges including globalization, climate change, resource management, migration, conflict resolution, public health and food safety.

Policymakers at all levels of government recognize the value of studying innovative strategies from all sectors. International public-private partnerships are drawing governments, corporations, multilaterals and INGOs together to solve the world’s biggest challenges. Even local economic development is now understood in a global context (Governor’s 2014 SOTS; Katz; Porter).

SPA’s proposed MIA program addresses directly this changing environment and these new demands and will prepare students to become responsible, creative and successful leaders in both the public and private sectors.

NEED AND JUSTIFICATION

There is no single career path for a student pursuing an MIA at SPA. Indeed, there are many. In a globalizing world, policy makers, program analysts, communications experts, and aspiring leaders – in governments, international institutions, foundations, international NGOS and the corporate world – all need to be able to:

- Move confidently and knowledgably between countries and cultures
- Analyze the impact of economics, politics, and policy in the domestic and global arenas
- Understand and manage relations between local, state, national and global institutions
- Understand and manage relations between the public and private sector in domestic and global arenas
- Help craft effective policy to respond to a host of global opportunities and challenges

While we do not expect all of our graduates to remain in New York City, there will be considerable demand here for students with a Baruch MIA, whether she or he chooses to pursue a career at the United Nations, the large globally-focused private sector, state or local government, or one of the nearly 1,000 international nongovernmental organizations based in New York. (Balboa, Berman, Welton 2015)
The employment categories used by the federal Bureau of Labor Statistics are broad, but there are several associated with an MIA degree. Those suggest expanding career prospects for our students. BLS projects that demand for MA-level political scientists – “research political ideas and analyze governments, policies, political trends, and related issues” – will grow by 21% from 2012-2022, nearly twice the expected 11% average growth for all occupations. For our students, that could mean a position as a policy analyst with the United Nations, the foreign trade office of a state government, the US State Department, a foreign ministry, an international nongovernmental organization or a corporate risk analysis firm. The BLS projects demand for MA-level economists – “researching trends and evaluating economic issues” – will grow by 14% over the same period. For a Baruch-trained MIA that could mean a career with a public-private development partnership, the World Bank, the Port Authority of New York and New Jersey, the World Trade Organization or an international business. (For sample job listings and BLS data see Appendix 13.)

There are other respected universities in the region offering an MIA or similar degrees and the market is undeniably competitive. We believe that SPA’s MIA will stand out in key areas:

- **Innovative mix of specializations**, with a clear synergy among Trade Policy and Global Economic Governance, Western Hemisphere Affairs and INGOs.
- **Ability to draw on the rich offerings** of SPA’s nationally recognized MPA program and the rich offerings of the Zicklin School of Business, particularly in international business and marketing. We worked closely with professors at the Weissman School of Arts and Sciences with notable expertise in trade and hemispheric studies to develop new courses for the proposed program. We expect collaboration with both schools to continue and deepen, further raising the program’s profile.
- **Affordability and accessibility** have always been central to Baruch’s mission. They will be key draws for the proposed MIA, as they are now for our MPA program. The new MIA will have plentiful evening courses, as well as hybrid and online courses for working professionals. In the fall 2015 semester, more than 25% of the SPA curriculum will be offered online. The cost differential with the private schools in the region is stunning:

  SPA, current two year MPA: $25,000 in-state/$48,000 out-of-state  
  Columbia SIPA, two year MIA: $110,000  
  NYU, two year MIA: $80,000  
  The Milano School, The New School, two year MIA: $76,000  
  CCNY’S Colin Powell School, with a two year MIA for $21,000, is comparable in terms of cost. SPA’s proposed MIA charts a different course. SPA’s 42-credit program is explicitly designed to meet the standards of NASPAA accreditation and later of full APSIA membership. It is crafted to address specific career tracks in INGOs, state and local government, international institutions and global for-profit enterprise.
We believe SPA’s MIA will distinguish itself from all of these programs with its innovative concentrations; SPA’s national reputation in non-profit management, governance, public administration and immigration; its collaboration with one of the nation’s largest, most visible, and best-regarded Master in Public Administration programs; and the additional opportunity for students to study with nationally recognized faculty at the Zicklin School of Business and the Weissman School of Arts and Sciences.

The degree is directly aligned with the Baruch College Strategic Plan 2013-2018, which calls for the creation of the MIA and with the School of Public Affairs Strategic Plan 2013-2018, which also affirms the importance of an MIA degree and recommits the School to internationalizing its curriculum and co-curricular activities.

Every one of the proposed concentrations, and the degree as a whole, is consistent with Governor Cuomo’s emphasis on the pivotal role that universities can play in creating new economic opportunities for New Yorkers and New York business.

**STUDENTS**

**Interest and Demand**

The SPA Master in International Affairs is designed for a college graduate, preferably with two to three years’ experience already in hand working in international affairs on behalf of a government, international institution, nonprofit, or private business. Students with strong undergraduate academic preparation and intellectual maturity will also be given serious consideration. The student’s goal will be to advance her or his career by developing: knowledge of international institutions, governance, economics, global communication, comparative public administration and essential research, analytical and professional tools including budgeting, policy analysis, quantitative and qualitative research methods.

A commissioned market research study as well as conversations with opinion leaders in the public and private sectors suggest that while the field is competitive, demand for this degree and these areas of concentration is strong. Baruch will enter the market with real comparative advantages including the national reputation of Baruch’s MPA program and faculty, attractive price point, and physical location close to the United Nations, hundreds of INGOs, City Hall, the Javits Federal Building, NYS’s downstate facilities, and the Port Authority of New York and New Jersey.

The marketing study by Maguire Associates, fielded in winter/spring 2015, found that more than two thirds of the populations from which we will recruit are familiar with the School. Volunteered impressions of the School are 100% positive, with respondents emphasizing SPA’s quality, affordability, location, innovative curricula, and diversity.

In the same study, fully 60% of respondents indicated that they would be “very” or “extremely” interested in pursuing the MIA at Baruch.
We are confident that we can meet our enrollment projections of 160 new and continuing students by the fifth year. SPA has a proven track record of attracting students. From 2000-2010, SPA achieved the fastest growth in MPA enrollment in the country – the result of aggressive marketing, a strong admissions staff, a reputation for having a personal touch with applicants and an effective website. We will bring all of these assets and more to bear on our outreach campaign for the MIA. Many of our faculty have excellent connections with international institutions and NGOs and can provide us with both access and visibility to talented pools of likely applicants.

We do not believe that the MIA will significantly cannibalize MPA enrollments. The MPA’s markets are well established and secure and the degree will continue to be the preferred credential for students seeking careers in one of New York’s more than 40,000 domestically focused nonprofits, in one of its scores of City or State agencies not explicitly devoted to international issues, or in domestically-focused federal service.

The MIA will draw students committed to careers in international NGOs, internationally focused City, State or federal agencies and departments, and the internationally focused private sector. While the MPA can and does attract students from abroad, the MIA will be a more natural draw for many students who intend to apply their knowledge in another country. We already have deep relationships with universities on five continents (see Appendix 14), which should yield a steady supply of MIA students. The proposed MIA is also a natural draw for non-US employees of the United Nations or the many New York-based foreign missions and consulates. Students coming from those arenas would not be redirected MPAs; they are an entirely new market.

**Admission Requirements**

The program is designed primarily for students with two-to-three years of professional experience. Students with a strong undergraduate background in international affairs, hemispheric affairs, political science or economics and a demonstrated commitment to pursuing a career in international affairs will also receive serious consideration.

Applicants will generally be expected to have a minimum undergraduate cumulative grade point average of 3.0, two strong letters of recommendation, an up-to-date resume, and a compelling admission essay. Particular attention is paid to the quality of writing in the applicant’s essay. Successful completion of undergraduate coursework with quantitative content is a definite advantage. Work experience and demonstrated commitment to public service are also considered in the admissions decision.
Enrollment Projections

Based on market research, and experience with the MPA program (current enrollment 580, typical entering class of 205), we would seek an entering class for the MIA of approximately 36 students in the first fall semester and build over five years to a full first-year entering class of about 68, with a total enrollment of 160 new and continuing students by the fifth year. Enrollment will be offered on both a full-time and part-time basis. Full-time students will be able to complete the MIA in four semesters. They will also be able to do an accelerated program, taking courses in the winter and summer sessions.

BARUCH MIA STUDENT ENROLLMENT TABLE

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CURRICULUM

Description of the Degree

Students pursuing the Master of International Affairs will study national and international public policy and its underlying principles in a global context.

The degree brings together the academic study of International Relations with analysis of public policy formulation, public administration, and governance beyond the nation-state. Situated in New York City, the program draws on one of the nation’s richest pools of public policy experts, across and outside of the University, including agencies in the City and throughout the region, the United Nations, international non-governmental organizations and corporate responsibility leaders.

A multidisciplinary and integrated curriculum allows students to specialize in International Nongovernmental Organizations, Western Hemisphere Affairs or Trade Policy and Global Economic Governance. Students will also have the opportunity to design, in concert with a faculty advisor, a special concentration tailored to his or her particular interest and career ambitions. (Examples could include migrations and diasporas, hemispheric security, hemispheric marketing and trade, and other topics.) These students will have the same rigorous core requirements. A faculty advisor will ensure that the electives cohere intellectually and professionally and that the special concentration comprises only classes that will be offered during the student’s projected terms for study to ensure timely completion.

Courses will be delivered in face-to-face, hybrid or fully online formats, building on SPA’s demonstrated capacities for multi-platform instruction. In the fall 2015 semester, more than 25% of the SPA curriculum will be offered online.

The program offers a rigorous, multidisciplinary academic understanding and analysis of global governance and policy in the international setting. It introduces students to skills essential for the analytical study of public policy and for the assessment of the main issues in governance currently facing international policy-makers. It equips students with the theoretical tools and empirical evidence necessary for an in-depth understanding of policy-making within the general theories of public policy, comparative public policy and governance, international public administration, social and public policy in international and cross-national contexts. It also provides the intellectual and practical capabilities to pursue high-level tasks in the fields of political planning and political management in the public and private sector at the national, international and supranational level.

Students also receive advanced training in key techniques of policy analysis, budgeting, assessment of political culture, global communication strategies, regionally specific issues and comparative methods. The program offers opportunities for study in a variety of substantial social and public policy areas (e.g. welfare and social security, international development, housing, migration, health), across a range of national, regional (Latin America, Asia, Africa, and the European Union) and global settings. While our
concentration in Western Hemisphere Affairs will focus on that region, the MIA program is committed to analyzing problems in a global context. SPA has relationships with educational institutions in Europe, Latin America and Asia and students will have the opportunity to do internships or study abroad. (Appendix 14)

Areas of Concentration

We propose building on three areas in which Baruch already has strengths and in which the addition of a small number of senior and junior faculty would create significant centers of research and teaching excellence.

International Nongovernmental Organizations Baruch has one of the nation’s largest and most distinguished professional nonprofit education degrees, as well as executive certificate and research programs focused on the sector. New York City is home to one of the world’s largest concentrations of internationally focused nongovernmental organizations. This track would examine questions fundamental to the emergence and conduct of civil society at the national and international level: how political and social participation is mediated by INGOs, how the relationship between governments and INGOs emerges in different historical, legal, and cultural contexts, how INGOs can collaborate across national boundaries, and INGO management can improve sensitivity to local self-determination. As the number of domestically and internationally focused INGOs quickly expands throughout the world (e.g. in Brazil, Turkey and China) this focus will provide Baruch graduates with relevant expertise in policy impact and practical management. Concentration in this area will prepare students for careers at international institutions such as the United Nations, the World Bank and the IMF, local, national, and international issue-focused INGOs, as well as at corporate foundations, and businesses committed to promoting development through international public-private partnerships.

Western Hemisphere Affairs The western hemisphere is home to the world’s largest developed economy, one of the fastest emerging economies, one of its most vital trading blocs, and some of the most vigorous and complicated migration patterns anywhere on the planet. While there are several university centers (Johns Hopkins, George Washington, the University of Miami, The Bildner Center for Western Hemisphere Studies at the CUNY Graduate Center) that address the hemisphere as a whole, there are no degree programs in a policy school offering a concentration that considers all of North, Central and South America. The synergy with the Trade Policy and Global Economic Governance concentration will be particularly effective. For students committed to pursuing careers with an INGO in the hemisphere, the appeal is also strong. A comprehensive hemispheric perspective will engage students politically and culturally and prepare them for vital roles in shaping a dynamic and disparate, but rapidly integrating region. We will also be able to draw on the expertise of faculty in the Weissman School of Arts & Sciences, many of whom have strong research and teaching interests in hemispheric affairs and trade. Specific topics of study in this concentration would include migration, remission flows, trade policy and economic cooperation, regional planning, intra-hemispheric security, energy production/policy, and fostering closer relations among institutions of higher education throughout the hemisphere (much
as Europe has done through the Bologna Accords and the Erasmus Program). The program would draw on Baruch’s considerable strengths in migration studies and Latin American studies, the Master program in Higher Education Administration and CUNY’s Bildner Center in Western Hemisphere Affairs. Graduates will aspire to careers in government, INGOs, international institutions, and private industry.

**Trade Policy and Global Economic Governance** Integration in a globalizing economy can be a path to economic success. But for many countries the political adjustment has not been easy and the promises of equity have yet to follow. The challenges of managing trade, once the exclusive province of national governments, are an increasing and necessary interest of state and local governments as well. Trade can be nurtured, sometimes by governments, and more often by NGOs, to deliver a wider distribution of benefits, access for non-traditional participants, as well as more protection for the planet. Students seeking to concentrate in this program will learn about the nuts and bolts of international trade and commerce, drawing on SPA’s resources as well as the resources of our sister school, the Zicklin School of Business, which is the largest collegiate business school in the nation with over 12,000 students. They will study the treaty relationships, including the history of efforts to develop free trade agreements, and government policies that shape trading environments -- and either advance or hinder related goals such as public health, environmental regulation, worker safety, and family integrity. They will examine tools such as micro-finance, insourcing, crowd funding and other approaches to ensuring wide access to the opportunities and benefits of trade. Potential employers for graduates from this concentration would include INGOs, the US government, international businesses, local governments seeking economic opportunity abroad, ports and regional transportation consortia, power companies, among others.

**Special Concentration** Because the MIA is a highly structured degree – nine of the 14 classes in the program are required – the special concentration affords the opportunity to explore and combine subfields without sacrificing the rigor of the demanding core and the technical skills that it conveys. In concert with a faculty advisor students will be able to design a program of study tailored to his or her interests and career ambitions. Examples could include migrations and diasporas, hemispheric security, hemispheric marketing, and other topics. A faculty advisor will ensure that the electives cohere intellectually and professionally and that the special concentration comprises classes that will be offered during the student’s projected terms to ensure timely completion.
Learning Objectives

Through this program, students will be able to:

- Understand and apply policy analysis to international domains
- Manage and lead programmatic initiatives in governmental and nongovernmental organizations addressing international affairs
- Study international policy convergence and policy diffusion
- Understand and apply theories and methods of comparative public policy and administration, and international and national governance systems and interactions
- Utilize analytic tools on the impact of regionalization and/or globalization, including efforts to harmonize or coordinate domestic and international policymaking and governance
- Assess sub-national, national, trans-national, and supranational policies and political actors and their consequences for the problem-solving capacity of governance systems
- Use old and new media tools to promote the interests of institutions and communities on national, regional and global stages

Program Structure

- 42 credits of course work
- 9 core courses, 27 credits (Full course descriptions and course grid, Appendix 2)

  International Institutions and Global Governance
  Policy Analysis
  Quantitative Research Methods
  Qualitative Research Methods
  Budgeting and Financial Analysis
  Comparative Public Policy and Administration
  International Economics
  Global Economic Governance
  Global Communication

- Capstone (3 credits)
- Students can choose one of three complementary areas of specialization -- *International Nongovernmental Organizations, Western Hemisphere Affairs, Trade Policy and Global Economic Governance* -- each with one or two required courses and approved electives.
- In concert with a faculty advisor, students can choose a *Special Concentration* tailored to his or her particular interests and career ambitions.
- For students with less than two years of experience working in international affairs on behalf of a government, a nonprofit or, in some cases, a private business a three-credit internship will also be required (bringing the degree to 45 credits for
those students). The internship must be approved by an advisor and may be taken in NY, DC or abroad.

**Governance**

The Dean of the School of Public Affairs, who is appointed by the College President, oversees the program. The Dean is responsible for all of SPA’s academic and administrative operations and is the principal representative to external professional and accrediting bodies.

The Director of the Program will be a full-time member of the Baruch faculty. The director will advocate for program needs with the Associate Dean, responsible for course scheduling and faculty assignments, and with the Dean, responsible for budget and line allocations with the advice of faculty Executive and P&B committees. As Dr. Steven Rathgeb Smith recommended in his outside evaluation (Appendix 11), as the MIA program grows, the Director may take on additional responsibilities for program development and oversight. Approval of curriculum and appointment of faculty will be the responsibility of the SPA Curriculum and P&B Committees, respectively, which is the case for all SPA degree programs.

**Program Monitoring, Accreditation and Assessment**

Baruch College is accredited by the Middle States Commission on Higher Education (MSCHE); the School of Public Affairs’ MPA degree is separately accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Baruch College requires that all academic programs undergo either accreditation-related evaluation on the accrediting bodies’ state cycle, or formal external review convened by the College every five years. NASPAA is beginning to accredit multiple degrees at a single school, including degrees with international dimensions as well as degrees with purely domestic foci. Assuming that NASPAA continues down this path, we will probably seek accreditation for the MIA from NASPAA within our renewal cycle, next scheduled for 2022. We will also seek affiliate membership in Association of Professional Schools of International Affairs (APSIA), which can be pursued after five years of continuous operation of the degree program, and full membership when the program is eligible.

Prior to that time, the MIA would participate in the robust assessment procedures that apply to all of the School’s academic programs. A standing committee of the faculty, the Assessment Committee, will work with program faculty to create assessment instruments above the level of the individual course to inform an understanding of students’ overall achievement in the program. The Assessment Committee’s work feeds up into all of the School’s accreditation reviews, and laterally through all curriculum planning and faculty assessment processes.
COST ASSESSMENT

Faculty

SPA has a significant number of faculty with expertise in international non-profits, global governance, international public administration, communication, diplomacy, and migration. To enrich elective offerings the MIA program will also collaborate closely with the Zicklin School of Business, which offers numerous classes in International Business and Marketing. The program will also draw upon the wide range of faculty expertise at the Weissman School of Arts and Sciences, including in hemispheric affairs, trade and global communication.

As a result, the proposed MIA program can be fully implemented in the first year with the addition of three new full-time faculty members with a fourth hired in the third year and additional new faculty expected as resources permit. If approved, SPA would advertise the following positions:

- **Full Professor** with a distinguished publication record and primary research and teaching interests in Economic Development and INGOs
- **Assistant Professor** with primary research and teaching interests in Western Hemisphere Affairs
- **Assistant Professor** with primary research and teaching interests in International Economic Policy

The base salary plus benefits for these three additional full-time faculty would be $420,000. A fourth faculty member would be added in year three for an additional $185,000 in new faculty costs.

In its first year, the program would run a deficit of $268,000. It would make money in every year thereafter. Year one revenue is projected at $418,000; year two revenue at $760,000; year three at $1,265,000; year four at $1,580,000, and year five at $1,830,000, netting more than $1,000,000 annually in that year and thereafter. (A full financial breakdown can be seen in Appendices 7-10.)

Facilities and Equipment

There are no capital expenditures associated with the proposed MIA program. The program will require an additional $17,000 in the first year for new computer hardware and office furniture. OTPS charges in the first year total $65,000, with the largest portion of that spending – $30,000 – to go for advertising and promoting the new program. OTPS would be reduced in year three and thereafter to approximately $30,000 annually, primarily for marketing and outreach. (A full breakdown can be seen in Appendices 7 and 10)
June 16, 2015

Dr. Carla Anne Robbins  
Clinical Professor, National Security Studies  
School of Public Affairs  
Baruch College, CUNY

Dear Carla:

When you and David visited me at the IDB last winter and we discussed ideas for a new MIA degree focused on the hemisphere, international non-governmental organizations and global economic governance, I thought the program had great potential. Now reading the full proposal and reviewing the curriculum, I am convinced that Baruch will serve your students well.

As we discussed, there is a great need for professionals who understand global economic and political trends, and who also have rigorous training in the mechanics of policy-analysis, budgeting, and research. Your program offers both that theory and those concrete skills. As a result, graduates with an MIA from Baruch will be very well prepared to seek jobs in government, international institutions, non-profits, and the private sector.

I also encourage you to think beyond the United States. Your strong focus on governance, trade and economics could draw students from across the hemisphere.

Finally, you could also explore collaborating with the Bank’s Knowledge and Learning Sector in developing a course for the distance-learning program.

It was a delight to join you at the graduation ceremony this year.

Sincerely,

Luis Alberto Moreno

cc. Dean David Birdsell
June 23, 2015

Dr. Carla Anne Robbins
Clinical Professor, National Security Studies
School of Public Affairs
Baruch College, CUNY
One Bernard Baruch Way, Box D-0901
New York, NY 10010-5585

Dear Carla,

It is with great pleasure that I lend my support to the proposed new MIA curriculum at Baruch College, CUNY. There is a great need for more education and training for careers in these three areas, and I particularly salute the expansion of Baruch College's focus on preparing young people for careers in international nonprofit work. From the United Nations to international development programs in governments around the world to the private sector, there is new and growing recognition of the role of international nonprofit organizations, and more and more we see transfers of skills among those areas as increasingly valuable. As the world embarks on the new Sustainable Development agenda, the timing for such a curriculum, grounded in rigorous and experiential work on governance, partnerships and new models of development, couldn't be greater. I would look forward to finding those students interning at the UN Foundation where we might eventually learn from them!

Sincerely,

Kathy Calvin
President & Chief Executive Officer
June 13, 2015

Dear Carla,

It was great to have you as my guest at the World Affairs Council Washington DC’s annual Gala last week. I am so glad that you got the chance to learn more about the Council’s programs to promote global education.

I enjoyed learning about Baruch’s plans to create a new Master in International Affairs. As you know, I have been president of three companies in the public affairs arena, the latest one dealing with STEM education and our global competitiveness. I work with business and government, higher education and non-profits. The proposed MIA curriculum you shared with me looks both exciting and demanding. It will equip your students well to compete for globally oriented jobs, whether they choose to pursue careers in the non-profit, government or for-profit sectors.

Please keep me updated as the program develops. I know that many of us would like to participate once it is adopted, including with possible internship opportunities in Washington.

Best of luck.

Edie Fraser
Chairman, World Affairs Council DC
Vice Chair, Diversified Search
President and CEO, STEMconnector®
June 18, 2015

Carla Anne Robbins, PhD
Clinical Professor, National Security Studies
School of Public Affairs
Baruch College, CUNY

Dear Carla:

Thanks so much for sharing with me the exciting plans for the Baruch Master of International Affairs program.

I read the background materials you sent through several lenses – first, as a longtime journalist for print and broadcast covering many of the topics embraced by the program; second, as a member of boards of directors of several non-governmental organizations, including the International Rescue Committee, a leading humanitarian organization; third, from my current vantage point as senior policy adviser to the Robert Wood Johnson Foundation, the leading philanthropy devoted to improving health and health care in the United States; and fourth, as an invited lecturer for the past two years in your course in the Baruch Semester in Washington program.

From all four of these perspectives, the proposed program and degree impressed me as extremely worthy, thoughtfully devised – and very well tailored to the high quality graduate students Baruch attracts and the passion for service that they exemplify.

We know how much the nation, and the world, will need professionals with the training the MIA will provide them: educated to think deeply and imaginatively about global challenges, such as income inequality and climate change; possessed of the analytical and other tools necessary to approach these problems intelligently; and well prepared to lead the organizations that will tackle them.

The areas of concentration--international nongovernmental organizations, trade policy and governance and western hemisphere affairs--are also right on point. Consider:

- The current debate in Washington over the proposed Trans-Pacific Partnership demonstrates the need
for much smarter policies to address issues of worker dislocation, intellectual property theft and environmental protection.

- The current conflicts that have produced a record number of refugees and displaced persons worldwide create unprecedented strain on both humanitarian organizations and host governments, while dangerously shrinking the “humanitarian space” in which organizations like IRC can safely operate. International NGOs need trained analysts and other professionals to do their jobs.

- Philanthropic and non-governmental organizations in the US and around the world need to operate in new ways – most particularly, by partnering with other like-minded organizations to achieve long-term social change. Collaboration across sectors is critical, and demands a highly adaptive generation of new leaders such as those that the Master of International Affairs seems certain to produce.

For these and other reasons, the program should prove to be an exciting addition to Baruch’s already laudable catalog of degrees and academic offerings, and to prove enticing both to talented students and the global and national actors that will one day employ them. I very much look forward to seeing the program come to fruition and to assisting your efforts and those of your colleagues in any useful way.

Warm regards,

[Signature]
June 23, 2015

Dear Carla,

When I taught a class on American foreign policy in the Baruch SPA Washington semester this past spring, I was impressed by your students’ curiosity and enthusiasm. After reviewing the proposal for a Master of International Affairs, I am persuaded the new program will afford Baruch students additional learning opportunities, that will prepare them to make a difference in the field of international relations, whether they choose careers in the non-profit world, government, or the private sector.

The program’s three complementary specializations: Trade Policy and Global Economic Governance, Western Hemisphere Affairs and International Nongovernmental Organizations are intellectually and professionally sound. The curriculum and course offerings reflect serious and thoughtful work. I believe the students will similarly find them challenging and stimulating, as well as an exciting opening to new horizons. All of the subject areas are not only “hot” today, but also will remain critically important for many years ahead.

From my experience as President of Freedom House, the oldest human rights organization in the United States, as well as my work as an Assistant Secretary of State in the George W. Bush administration, I know there is a demand and need for professionals with strong intellectual grounding and the technical skills in management, budgeting and policy analysis. This program should provide both.

I am happy to offer my endorsement for this proposal. Let me know if I can provide any help or advice as the Baruch MIA progresses.

David J. Kramer  
Senior Director  
The McCain Institute for International Leadership
June 8, 2015

Carla Robbins  
Clinical Professor, School of Public Affairs  
Re: Proposed Master of International Affairs

Dear Carla:

It was a pleasure meeting you and reviewing the proposed Master of International Affairs. It looks like an intellectually and professionally valuable program.

We discussed including MIA students in some Zicklin classes. I know Zicklin students would clearly benefit from the diverse perspectives offered by SPA students. If SPA students wish to attend International Business classes in my department, I don’t foresee any problems.

SPA students must satisfy prerequisite requirements, but many of the electives (IBS and MKT) do not require prerequisites. After discussing this with Zicklin Graduate Programs, my understanding is that SPA students must show that the course will be accepted for their degree (e.g., the MIA) and that there are seats available in the class.

There are also international courses offered by other departments in Zicklin. My responsibility does not extend to those classes but I doubt that SPA students would have any real difficulty enrolling.

Good luck with the proposal!

Best regards,

Andreas F. Grein  
Professor of Marketing and International Business  
Coordinator, International Business Program  
Email: andreas.grein@baruch.cuny.edu
## Course Grid

<table>
<thead>
<tr>
<th>INGOs 42/45* credits</th>
<th>CORE 27 Credits Plus Capstone total 30</th>
<th>Required 3 Credits</th>
<th>Approved Electives 6 Credits, Choose Two:</th>
<th>Free Elective 3 Credits</th>
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<tr>
<td>*PAF 9195 Internship may be required&lt;br&gt;Students with less than two years experience working with international agencies, governments, nonprofits or, in some cases, business, an internship is required. May be taken in NY, Washington or overseas.</td>
<td>PAF 9184 Intl Institutions and Global Governance&lt;br&gt;PAF 9180 Policy Analysis&lt;br&gt;PAF 9170 Research Methods I&lt;br&gt;PAF 9172 Research Methods II&lt;br&gt;PAF 9181 Comparative Public Policy and Admin.&lt;br&gt;PAF 9140 Budgeting and Financial Analysis&lt;br&gt;PAF** Global Economic Governance&lt;br&gt;PAF* Intl Economics&lt;br&gt;PAF** Global Communication&lt;br&gt;PAF 9190 Capstone</td>
<td>PAF 9183 International Nonprofit Organizations (required of all students electing this specialization)</td>
<td>PAF 9151 Admin Nonprofit Sector Voluntary Agencies&lt;br&gt;PAF 9153 Budgeting and Finance for Nonprofits&lt;br&gt;PAF 9109 Government in Contracting&lt;br&gt;PAF 9150 Introduction to the Nonprofit Sector&lt;br&gt;PAF 9152 Fundraising and Grants Administration in Nonprofit and Vol. Org&lt;br&gt;PAF 9156 Emergency Prep., Resp, and Recovery&lt;br&gt;PAF 9157 Intro to Philanthropy&lt;br&gt;PAF 9158 Religion, Nonprofits, Politics, Policy&lt;br&gt;PAF 9182 Development Administration&lt;br&gt;PAF** W. Hem Affairs&lt;br&gt;PAF** Diaspora, Migration and Transnational Life&lt;br&gt;PAF 9299 Selected Topics in Nonprofit Management&lt;br&gt;PAF 9199 Selected Topics in Public Affairs&lt;br&gt;PAF 9699 Selected Topics in Public Policy&lt;br&gt;IBS 9761 Emerging</td>
<td>One additional course can be chosen from the list to the left, approved electives from the other specializations, the general SPA catalog, or the WSAS or ZSB graduate catalogs with permission of an advisor.</td>
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<td>Markets and the Intl Business Environment</td>
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<td>IBS 9767 Foreign Markets, Cultures and Regimes</td>
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<td>Western Hemisphere Affairs 42/45 Credits*</td>
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<th>CORE 27 Credits Plus Capstone Total 30</th>
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<tbody>
<tr>
<td>PAF 9184 Intl Institutions and Global Governance</td>
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<tr>
<td>PAF 9180 Policy Analysis Methods I</td>
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<td>PAF 9170 Research Methods II</td>
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<tr>
<td>PAF 9181 Comparative Public Policy and Admin.</td>
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<td>PAF 9140 Budgeting and Financial Analysis</td>
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<td>PAF Global Communication</td>
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<td>PAF 9190 Capstone</td>
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<th>Required 3 Credits</th>
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<tr>
<td>PAF Western Hemisphere Affairs (required of all students electing this specialization)</td>
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<th>Approved Electives 6 Credits, Choose Two:</th>
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<tr>
<td>PAF Security in the Western Hemisphere:</td>
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<td>PAF Diaspora, Migration and Transnational Life in the Western Hemisphere and Beyond</td>
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<td>PAF Trade Policy</td>
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<tr>
<td>PAF International Political Economy</td>
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<td>PAF International Development</td>
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<td>PAF 9158 Religion, Nonprofits, Politics, Policy</td>
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<td>PAF 9104 Media, Politics and Public Culture</td>
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<td>PAF 9119 Organization Theory</td>
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<td>IBS 9761 Emerging Markets and the Intl Business Environment</td>
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<td>CIS 9240 Globalization and Technology</td>
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<td>IBS 9767 Foreign Markets, Cultures and Regimes</td>
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<td>MKT 9739 Global Advertising and Marketing Communication</td>
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<td>MKT 9764 Internet Marketing and Global Business</td>
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<td>LAW 9740 International</td>
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<tr>
<td>Trade and Investment Law</td>
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<tr>
<td>PAF 9199  <strong>Selected Topics in Public Affairs</strong></td>
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<td>PAF 9699  <strong>Selected Topics in Public Policy</strong></td>
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<td>PAF 9299  <strong>Selected Topics in Nonprofit Management</strong></td>
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<td>GLOBAL ECONOMIC</td>
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<td>GOVERNANCE</td>
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<td>42/45 CREDITS*</td>
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*PAF 9195 Internship may be required
Students with less than two years experience working with international agencies, governments, nonprofits or, in some cases, business, an internship is required. May be taken in NY, Washington or overseas.

| CORE 27 Credits Plus |
| Capstone Total 30 |

PAF 9180 Policy Analysis
PAF 9170 Research Methods I
PAF 9172 Research Methods II
PAF 9181 Comparative Public Policy and Admin.
PAF 9140 Budgeting and Financial Analysis
PAF 9184 Intl Institutions and Global Governance
PAF** Global Economic Governance
PAF** Intl Economics
PAF** Global Communication
PAF 9190 Capstone

| Required 6 Credits |

PAF** Trade Policy
PAF** International Development
(Both courses required of all students electing this specialization)

| Approved Electives 6 Credits, Choose Two: |

PAF International Political Economy
PAF International Regulatory Policy
PAF Western Hemisphere Affairs
PAF 9104 Media, Politics and Public Culture
PAF 9182 Development Administration
PAF 9119 Organization Theory
IBS 9761 Emerging Markets and the International Business Environment
CIS 9240 Globalization and Technology
IBS 9767 Foreign Markets, Cultures and Regimes
MKT 9739 Global Advertising and Marketing Communication
MKT 9764 Internet Marketing and Global Business
LAW 9740 International Trade and Investment Law
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<th>PAF</th>
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<td>PAF 9299</td>
<td>Selected Topics in Nonprofit Management</td>
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</table>
### Special Concentration 42/45* credits

**PAF 9195 Internship may be required**  
Students with less than two years experience working with international agencies, governments, nonprofits or, in some cases, business, an internship is required. May be taken in NY, Washington or overseas.

### CORE 27 Credits Plus Capstone total 30

- **PAF 9184** Intl Institutions and Global Governance  
- **PAF 9180** Policy Analysis  
- **PAF 9170** Research Methods I  
- **PAF 9172** Research Methods II  
- **PAF 9181** Comparative Public Policy and Admin.  
- **PAF 9140** Budgeting and Financial Analysis  
- **PAF** Global Economic Governance  
- **PAF** Intl Economics  
- **PAF** Global Communication  
- **PAF 9190** Capstone

### Approved Electives, 12 Credits

Chosen with advisor’s approval from the list of required courses or approved electives from the other specializations, the general SPA catalog, or the Zicklin School of Business or Weissman School of Arts and Sciences graduate catalogs.
Course Descriptions

Core Courses 9 Courses/27 Credits Plus 3 Credit Capstone

PAF 9184 *International Institutions and Global Governance* In a world of globalization and global threats—financial contagion, terrorism, proliferation, climate change, health crises—this course examines the role of international institutions and norms and asks whether they can make the world a safer, more just place. Why did states create global institutions—and why in these forms? How does their structure limit or reinforce their ability to address problems? How do norms develop and change? What is the role of NGOs and of multinational corporations? How must the system adapt to new actors and challenges?

PAF 9180 *Policy Analysis* Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

PAF 9170 *Research Methods I* The first course in a two-course sequence (the second course is PAF 9172) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.
PAF 9172  *Research Methods II*  The second course in a two-course sequence (the first course is PAF 9170) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn basic methods for designing and conducting research. Topics include the use of theory or models, identifying causes, experiments and quasi-experiments, the logic of control variables and the interpretation of multiple regression, measurement concepts and methods, qualitative methods, and complex sampling. The emphasis is on learning these ideas through practice with many different examples of real-world research and empirical evidence.

PAF 9181  *Comparative Public Policy and Administration*  (new name form found in Appendix 3)  This course focuses on international variations in public affairs through a comparative analysis of the factors that drive policymaking and determine the configuration of the public and nonprofit sectors around the globe. The course provides students with a basic toolbox of theories and methodologies needed to conduct comparative analyses of public policies and governance systems.

PAF 9140  *Budgeting and Financial Analysis*  This course focuses on the budget cycle and budget decision-making. It includes tools for developing, implementing, and controlling a budget within a, typically, public organization. Topics include development of operating budgets, cash budgets, break-even analysis, cost behavior, the time value of money, capital budgeting, long-term financing, and variance analysis. Basic budget accounting concepts are studied. The course includes development of spreadsheet skills for budgeting.

PAF**  *Global Economic Governance*  (New course syllabus in Appendix 3)  In the absence of global government, global economic governance organizations have emerged to coordinate, monitor, manage, and direct the economic and monetary activities of states and firms. This course will introduce students to the agreements and predominant institutions that compose global economic governance regimes, including the World Bank, International Monetary Fund, and World Trade Organization. It will examine organizational and voting structures, rules for legitimate state and non-state participants, compliance mechanisms, and agenda setting.
PAF**  *International Economics (New course syllabus in Appendix 3)*
This course introduces students to the basic micro- and macro-economic principles that underlie international economic relations. Students will gain an understanding of international trade and finance and the effects of various international economic policies on domestic and world economic well being.

PAF**  *Global Communication (New course syllabus in Appendix 3)*
In this class students will apply a comparative perspective to the communicative conditions that prevail in countries across the world, from everyday cultural practices (e.g. diplomatic ways of communicating in various societies) to organizational and policy considerations (e.g. free speech protections or restrictions). Students will sharpen their professional communication skills by speaking and writing on topics addressing issues of policy and administration in global contexts.

**PAF 9190 Capstone** Advanced seminar in which students produce a semester project drawing from the full course of study toward the MPA. Special attention is placed on incorporating aptitudes introduced in the core curriculum. The project may involve policy research, intensive study of an organization, development of a rationale for new or changed service programs, or some combination of these.

*0/3 Credit Internship, depending on student’s experience*

**PAF 9195** For students with less than two years experience working with international agencies, governments, nonprofits, or in some cases, business an internship is required. May be taken in New York, Washington or overseas after discussion with academic advisor.

**New course numbers pending**
Required Courses and Approved Electives

International Non-Governmental Organizations

Required Course

PAF 9183 *International Nonprofit Organizations* This course examines the international dimension of the nonprofit world. It focuses on those nonprofit organizations that work across borders because: 1) they seek to influence global issues such as economic justice, human rights or the environment; 2) they deliver aid or capacity building programs in developing countries; or 3) they are the secretariat or headquarters of an international network of organizations. The course will explore international and cross-cultural management issues, relationships with national governments and supranational entities, and international advocacy strategies. Prerequisites or Co-requisite: PAF9120, or PAF 9150, or permission of instructor

Approved Electives 6 Credits, Choose Two Courses:

PAF 9151 *Administration of the Nonprofit Sector and Voluntary Agencies* Study of management techniques and strategies applicable in nonprofit agencies. Topics include agency interaction with governmental and political institutions, planning and control systems, the role of the governing board, and the role of the executive director. Special attention is paid to the needs of community service/social welfare and cultural/arts organizations.

PAF 9153 *Budgeting and Finance for Nonprofits* This course is for students with a career path in the nonprofit world and who aspire to hold senior level positions in nonprofits. The course provides the tools for budgeting in a nonprofit, and the tools of financial analysis and managerial control as is currently practiced in nonprofit organizations.

PAF 9109 *Government in Contracting* Review of the principles and practices of government contracting and analysis of the major types of government contracts. Administration and management problems of the government procurement
function are identified and analyzed. Major policy questions, including societal implications of large-scale government contracting, are explored.

PAF  Western Hemisphere Affairs: Past, Present and Future (New course syllabus in Appendix 3) This course will examine the contemporary policy agenda for political, economic, and social relations among countries in the Western Hemisphere. Among the contemporary cases under study will be: trade and regional economic integration; foreign investment and finance; energy; the environment; security and regional diplomacy; transnational migration; drug trafficking; and democratization and human rights.

PAF 9150 Introduction to the Nonprofit Sector Historical and contemporary perspectives on nonprofit organizations and the nonprofit sector in the United States. The course will emphasize the size, scope, and functions of the nonprofit sector as they have evolved, with particular emphasis on relations with the public and business sectors and current issues affecting the environment in which nonprofit organizations operate.

PAF 9152 Fundraising and Grants Administration in Nonprofit and Voluntary Organizations Examination of the strategies and techniques for acquiring voluntary and governmental support for local nonprofit agencies. The course focuses on the role that fund raising plays in the economics of the nonprofit organization and its relationship with government agencies, foundations, and other donor/granting institutions.

PAF 9156 Emergency Preparedness, Response and Recovery The purpose of the course is to introduce students to policy, planning and management of human services issues that arise in preparing for and responding to disasters and emergencies that have broad effects on people, property, and communities. The course includes the role of both government and nonprofit organizations in responding to disasters and in providing services for relief and recovery. The course also addresses issues of readiness and planning by public and community organizations. Recent and historical events provide examples for students to examine and compare.

PAF 9157 Introduction to Philanthropy This course considers the complex system of private giving that supports civil society, examining the ways in which private
funds are given and the vehicles through which they are administered. It emphasizes the philanthropic motivations, strategic frameworks, and practices of individuals and institutions in the U.S. and other regions, as well as the public impact of these private activities. It also examines the current legal and regulatory framework within which philanthropy operates and emerging controversies about philanthropic institutions and activities.

PAF 9158  *Religion, Nonprofits, Politics and Policy* Religious bodies are the largest component of the nonprofit sector in terms of numbers of organizations, giving, and volunteering, providing essential education, health, and human services. This course offers an overview of the role of religion in American public life, focusing its relationship to government, engagement in politics and policy, and provision of services.

PAF**  *Diaspora, Migration and Transnational Life (New course syllabus in Appendix 3)* This course will examine migration, diaspora and transnational life in the Western Hemisphere, with comparative reference to other cases. A first section of the course will examine the historical development and causes of migration within the hemisphere, including economic development, immigration laws, recruitment practices and others. A second section of the course examines the emergence of transnational life between migrant sending and receiving societies, at the local, provincial state and national levels. Topics include hometown associations, development, political change, and trans-nationalization of civic and political life. A third section examines the ways in which nation states have addressed the changes resulting from migration, including analysis of different kinds of state-diaspora relations and of types of diasporas in history.

PAF 9182  *Development Administration* Introduction to the social, economic, political, and technological constraints, requisites, and institutions used in development programs both national and transnational.

PAF 9299  *Selected Topics in Nonprofit Management*

PAF 9199  *Selected Topics in Public Affairs*

PAF 9699  *Selected Topics in Public Policy*
**IBS 9761  Emerging Markets and the International Business Environment** The rise of emerging markets is changing the world of international business and raises distinctive challenges and opportunities for companies. This course addresses these changes from the perspective of foreign firms entering emerging markets, therefore examining the distinctive business environments of emerging markets and analyzing the strategic options for responding to these effectively. Also, this course considers firms originating in emerging markets, examining their nature, and their impact on the international business environment and on international competition. Differences between emerging markets are explored, with an emphasis on understanding how political systems, market size, and resource availability influence the types of opportunities available. **Zicklin**

**CIS 9230  Globalization and Technology** This course is relevant to managers in all disciplines who will face technological decisions in a global business environment. This course will focus on Information and Communication Technology (ICT) environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global supply chains, offshore outsourcing, global management support systems, and global IS/IT strategies. The course will provide an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. This is an interdisciplinary course covering multiple perspectives addressing technical, socio-economic, socio-cultural, policy, regulatory, legal, and ethical issues. **Zicklin**

**Western Hemisphere Affairs**

**Required Course 3 Credits**

**PAF**  **Western Hemisphere Affairs: Past, Present and Future  (New course syllabus in Appendix 3)** This course will examine the contemporary policy agenda for political, economic, and social relations among countries in the Western Hemisphere. Among the contemporary cases under study will be: trade and regional economic integration; foreign investment and finance; energy; the environment; security and regional diplomacy; transnational migration; drug trafficking; and democratization and human rights.
Approved Electives 6 Credits, Choose Two Courses:

**PAF**  *Security in the Western Hemisphere: A Multi-Dimensional Approach* (New course syllabus in Appendix 3) This course examines the multidimensional security agenda in the Western Hemisphere, which encompasses traditional and non-traditional threats. Specifically, it takes an historical approach, analyzing at how “security” has been defined over time by primary state and non-state actors in the hemisphere. The course will also examine “non-traditional” security issues, such as human trafficking, drug trafficking, and their intersection in the transnationalization of gang violence and government corruption, as well as citizen security and the polarizing role played by Cuba and Venezuela.

**PAF**  *Diaspora, Migration and Transnational Life in the Western Hemisphere and Beyond* (New course syllabus in Appendix 3) This course will examine migration, diaspora and transnational life in the Western Hemisphere, with comparative reference to other cases. A first section of the course will examine the historical development and causes of migration within the hemisphere, including economic development, immigration laws, recruitment practices and others. A second section of the course examines the emergence of transnational life between migrant sending and receiving societies, at the local, provincial state and national levels. Topics include hometown associations, development, political change, and trans-nationalization of civic and political life. A third section examines the ways in which nation states have addressed the changes resulting from migration, including analysis of different kinds of state-diaspora relations and of types of diasporas in history.

**PAF**  *Trade Policy* (New course syllabus in Appendix 3) This course focuses on the processes by which domestic and international actors shape trade policy. Protectionist, mercantilist, economic nationalist and liberalist policies are addressed in the context of the international economy. Students will study trade law and the obligations and privileges established by treaty relationships. The role of the World Trade Organization and the significance of regional trade agreements will be discussed.

**PAF**  *International Political Economy* (New course syllabus in Appendix 3) This course analyzes the role that government plays in shaping production,
investment, consumption and allocation of resources through domestic economic policy as it interacts with other states and international institutions. Students will learn about important theories of international political economy including liberalism, realism and Marxism and become familiar with the role and history of the major institutions that have been created by states to organize international economic relations. The course also addresses the way international economic policy impacts broader social forces and tries to manage the participation of civil society in formulating policy.

PAF 9158 *Religion, Nonprofits, Politics and Policy* Religious bodies are the largest component of the nonprofit sector in terms of numbers of organizations, giving, and volunteering, providing essential education, health, and human services. This course offers an overview of the role of religion in American public life, focusing its relationship to government, engagement in politics and policy, and provision of services.

PAF 9104 *Media, Politics and Public Culture* This course identifies how the media advances or limits democratic values. Students will examine how policy leaders work with media systems to influence public opinion, and the domestic and global policies that shape media diversity. The course also covers the ways individuals and groups monitor, preserve, or challenge the power of the media.

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environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global supply chains, offshore outsourcing, global management support systems, and global IS/IT strategies. The course will provide an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. This is an interdisciplinary course covering multiple perspectives addressing technical, socio-economic, socio-cultural, policy, regulatory, legal, and ethical issues. Zicklin

**IBS 9767 Foreign Markets, Cultures, and Regimes** Analysis of international similarities and differences as well as convergences and divergences among exchange systems around the world, as related to cultural, political, social, and economic institutions and developments. Zicklin

**MKT 9739 Global Advertising and Marketing Communications** Zicklin

**MKT 9764 Internet Marketing and Global Business** This course focuses on understanding:

- how information technology has created a fertile ground for the emergence of commerce on the Internet
- what institutional parameters are required to form an efficient market for commerce on the Internet to flourish
- how firms are using the new medium/market to reconstruct their value chain and create/sustain competitive advantage
- how the new electronic medium will affect key international dimensions of trade, foreign direct investment, and alliance formation Zicklin

**LAW 9740 International Trade and Investment Law** This course is designed to introduce the student to the legal issues affecting business in a global economy. The first segment of the course deals with international transactions in goods and covers allocation of risks in international trade, documentary sales, bills of exchange, and letters of credit. The second segment addresses "jurisdiction to prescribe," the question of what country's (substantive) law applies to conduct abroad that has an effect within its borders. The third segment, "jurisdiction to adjudicate," includes the competence of courts, international arbitration, and enforcement of foreign money judgments. The fourth segment covers the treaties and laws that address the international trading systems, i.e., GATT, the U. S. Trade
Act, free-trade agreements, the EEC, and the IMF. The final segment, "Act of State and Foreign Sovereign Immunity," deals with the special risks of doing business abroad and with foreign governments, specifically addressing problems of nationalization and expropriation. Zicklin

**PAF 9119 Organization Theory** Study and application of theories of organization, with special emphasis on public organizations. Topics include bureaucracy and the nature of organizations, organization environment, interface, organization goals, authority and power in organizations, communications, participation, and problems of alienation.

**PAF 9199 Selected Topics in Public Affairs**

**PAF 9699 Selected Topics in Public Policy**

**PAF 9299 Selected Topics in Nonprofit Management**

**Trade Policy and Global Economic Governance**

**Required Courses 6 Credits**

**PAF** **Trade Policy** *(New course syllabus in Appendix 3)* This course focuses on the processes by which domestic and international actors shape trade policy. Protectionist, mercantilist, economic nationalist and liberalist policies are addressed in the context of the international economy. Students will study trade law and the obligations and privileges established by treaty relationships. The role of the World Trade Organization and the significance of regional trade agreements will be discussed. **Prerequisite:** PAF** International Economics (or PAF 9130/ECO9704)

**PAF** **International Development** *(New course syllabus in Appendix 3)* The course provides an overview of the competing theories of economic development and growth, highlighting the importance of fundamental factors related to culture, geography, and institutions in shaping the prosperity of nations today. Students will learn about the challenges faced by governments, international organizations, and NGOs in addressing poverty and global income inequality, and
the related approaches (successful and unsuccessful) taken. **Prerequisites:** PAF** International Economics and PAF 9170 Research Methods I

Approved Electives 6 Credits Choose 2 Courses:

**PAF** **International Political Economy (New course syllabus in Appendix 3)**

This course analyzes the role that government plays in shaping production, investment, consumption and allocation of resources through domestic economic policy as it interacts with other states and international institutions. Students will learn about important theories of international political economy including liberalism, realism and Marxism and become familiar with the role and history of the major institutions that have been created by states to organize international economic relations. The course also addresses the way international economic policy impacts broader social forces and tries to manage the participation of civil society in formulating policy. **Prerequisites:** PAF** International Economics (or PAF9130/ECO9704) and PAF** Global Economic Governance

**PAF** **International Regulatory Policy (New course syllabus in Appendix 3)**

The course focuses on the impact that trade liberalization and regulatory arbitrage have on the processes of regulatory policy formulation as well as the mechanisms by which states cooperate to harmonize their standards. The course will address competitive regulatory regimes, through which governments seek to attract human capital, taxpayers, industries and jobs; the policy areas which governments alter to compose those regimes, including tax, trade, property rights, social welfare and research policy; and how the areas which are subject to increasing international cooperation, intellectual property rights, accounting practices, movement of persons, and food safety, privilege the participation of different actors in formulating regulatory standards. **Prerequisite:** PAF** International Economics or PAF9130.

**PAF** **Western Hemisphere Affairs: Past, Present and Future (New course syllabus in Appendix 3)**

This course will examine the contemporary policy agenda for political, economic, and social relations among countries in the Western Hemisphere. Among the contemporary cases under study will be: trade and regional economic integration; foreign investment and finance; energy; the
environment; security and regional diplomacy; transnational migration; drug trafficking; and democratization and human rights.

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- how information technology has created a fertile ground for the emergence of commerce on the Internet
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and national levels. Topics include hometown associations, development, political change, and trans-nationalization of civic and political life. A third section examines the ways in which nation states have addressed the changes resulting from migration, including analysis of different kinds of state-diaspora relations and of types of diasporas in history.

**PAF 9182 Development Administration** Introduction to the social, economic, political, and technological constraints, requisites, and institutions used in development programs both national and transnational.

**PAF 9199 Selected Topics in Public Affairs**

**PAF 9699 Selected Topics in Public Policy**

**PAF 9299 Selected Topics in Nonprofit Management**
CURRICULUM FORM E
PROPOSAL FOR NEW PROGRAMS
SCHOOL OF PUBLIC AFFAIRS

(Please return this form electronically to Della Saju in the Office of Academic Programs)

DEPARTMENT: School of Public Affairs DATE: 02/09/2015

PROPOSED PROGRAM:

Master of International Affairs

LEARNING GOALS OF PROGRAM:

Through this program, students will be able to:

- Understand and apply policy analysis to international domains of public policy
- Manage and lead programmatic initiatives in governmental and nongovernmental organizations addressing international affairs
- Study international policy convergence and policy diffusion
- Understand and apply theories and methods of comparative public policy and administration, and international and national governance systems and interactions
- Utilize analytic tools on the impact of regionalization and/or globalization, including efforts to harmonize or coordinate domestic and international policy-making and governance
- Assess sub-national, national, trans-national, and supranational policies and political actors and their consequences for the problem-solving capacity of governance systems
- Use old and new media tools to promote the interests of institutions and communities on national, regional and global stages

OTHER DEPARTMENT(S) CONSULTED:

OTHER SCHOOL(S) CONSULTED: (WSAS __X__ ZSB __X__)

Program Description (include number of courses and credits):

The Master of International Affairs brings together the academic study of International Relations with analysis of public policy formulation and governance beyond the nation-state. The program equips students with the theoretical tools and empirical evidence necessary for an in-depth understanding of policy-making within the general theories of public policy, comparative public policy and governance, social and public policy in international and cross-national contexts. A multidisciplinary and integrated curriculum allows students to choose a general MIA or specialize in three complementary fields: Trade Policy and Global Economic Governance, Western Hemisphere Affairs and International Non-Governmental Organizations/Civil Society Organizations. The program of study will follow the structure of SPA’s MPA program, with 42 credits of in-class study, including a Capstone, and an additional 3-credit Internship requirement for students with less than two years of experience working in the field. The program has nine core courses that will provide a grounding in
analysis, history, economics, international governance and global communication. Students will pursue specializations after completing the core requirements.

RATIONALE:

In a world of globalizing opportunities, challenges and threats, our intention is to equip our students with the competencies and knowledge to be responsible and forward thinking leaders looking to pursue or enhance careers in international or global policy development, in international organizations, federal, state and local public services, foreign ministries, foundations, civil society organizations, the corporate sector and public affairs consulting. We have discussed the program with several leaders from these arenas who have endorsed this vision and confirmed the need for new graduates. Baruch has also commissioned a systematic study of student and employer demand for the MIA.

The degree is a natural complement to SPA’s existing Master of Public Administration (MPA). It is directly aligned with the Baruch College Strategic Plan 2013-2018, which calls for the creation of the MIA, as well as with the School of Public Affairs Strategic Plan 2013-2018, which also affirms the importance of such a degree and recommits the School to internationalizing its curriculum and co-curricular activities. While there are degrees with similar titles at several of the larger, academically distinguished programs in public affairs and strong New York area programs in security studies, diplomacy and international development, it is important to note that the MIA at SPA will be the only program with a concentration on the three critically important areas of Trade and Global Economic Governance, Western Hemisphere Affairs and International Non-Governmental Organizations/Civil Society Organizations.
PRESENT COURSE NUMBER: PAF9181      DATE: 2/9/2015

PRESENT COURSE TITLE: Comparative Public Administration

GOAL OF COURSE:

Introduce students to the comparative study of public policies and public and nonprofit sector institutions around the world.

PRESENT BULLETIN DESCRIPTION:

Public-sector managers at all levels respond to demands generated from beyond the borders of their own jurisdiction. This course focuses on international variations in public administration through a comparative analysis of the political and cultural environments that configure the public and nonprofit sectors around the globe.

PRESENT CLASS HOURS PER WEEK: 3      PRESENT CREDITS: 3

PRESENT PREREQUISITE(S): none

PROPOSED CHANGE:

IN COURSE NUMBER: none

IN COURSE TITLE: Comparative Public Policy and Administration

IN DESCRIPTION (APPROXIMATELY 50 WORDS):

This course focuses on international variations in public affairs through a comparative analysis of the factors that drive policymaking and determine the configuration of the public and nonprofit sectors around the globe. The course provides students with a basic toolbox of theories and methodologies needed to conduct comparative analyses of public policies and governance systems.

IN PREREQUISITE(S): none

RATIONALE FOR CHANGE:

The change is a primarily “semantic” change that more accurately reflects the content of a course that has always addressed both policy and administrative issues. While the earlier title and description speaks only of administration, the course has also included analyses of policy domain and provided students with the theoretical and practical tools. The attached course outline is a combination of the material of the two current versions taught by Profs. Casey and Geva-May.

APPROVED BY SPA CURRICULUM COMMITTEE: DATE:

APPROVED BY SPA FACULTY: DATE:
PAF 9181: COMPARATIVE PUBLIC POLICY AND ADMINISTRATION

Professors: Iris Geva-May / John Casey

Bulletin Description

This course focuses on international variations in public affairs through a comparative analysis of the factors that drive policymaking and determine the configuration of the public and nonprofit sectors around the globe. The course provides students with a basic toolbox of theories and methodologies needed to conduct comparative analyses of public policies and governance systems.

Course Description

In today’s global world administrative structures and their outcomes, influence, affect and transcend borders. Undertaking any form of public policies (i.e., outcomes of public administration) without comparisons is unthinkable: Technology, communication, and transportation make comparisons and lesson drawing readily available; Interdependency among nations and institutions is created by international trade and retail, migration, security, monetary and environmental issues – with domino effects; International organizations, professional and social networks monitor and facilitate exchanges of information and practices. Success or failure, robustness or fragility, much depend on lesson drawing through comparison across nations, time, and ideologies.

The questions that this course will focus on are: (1.) How can we draw, adopt, adapt or transfer comparative lessons that are applicable and valid? (2.) What are the implications of our comparative methods for lesson learning, diffusion, transfer, innovation, cooperation and policy harmonization? 3) Given the three major comparative methodologies in social sciences research (single cases, small number cases and large number cases), what are the comparative methods applicable in a diversity of contexts and public policy domains? And, what are their strengths and weaknesses, as well as, potential uses and abuses? 4. What are the limitations of the comparative method and related lesson drawing?

Learning Objectives

The aim of the course is to introduce students to the comparative methods for studying public affairs around the world and provide a toolbox of theories and methodological tools that can be used to conduct quality comparative analyses on any range of public systems and public policy domains.

At the end of the semester students will be able to:
1. Use comparative research methods to compare and contrast the development and implementation of specific public policies in two or more countries or by international organizations.
2. Describe and evaluate the political and cultural environments that configure the public and nonprofit sectors around the globe.
3. Describe and evaluate the tools available to implement public policies and demonstrate an understanding of how they are used in different national and international contexts.

4. Demonstrate an understanding of the role of intergovernmental organizations and international nonprofit organizations in global governance.

5. Locate and evaluate the usefulness of the resources available for their continuing education on international comparative public policy administration issues.

**Requirements and Grading**

This course is built on active participation by students and on a fair amount of readings. You are expected to be prepared to discuss the week’s readings, and assignments. You will be expected to discuss your work with classmates and provide feedback to others on their work.

The course’s grade will be derived from:
- Written test 2/3 into the course: 50%
- Final comparative project paper: 40%
- Recommended readings presentation: 10%

1. **The Class Test** will take place in class 2/3 into the course and will address the readings and theoretical issues studied, as well as their implications for your individual comparative study.

2. **The Comparative Public Policy Project**

   *Your main task very early in the course is to choose a policy issue that you want to study comparatively. The policy issue should be comparable, and must be complex enough so that it allows you a number of options yet focused enough for you to be able to undertake the study within one semester. You may address (a.) cross-national comparisons; or (b.) lesson drawing from single cases at the level of application of theories, models or practices.*

   The components of the project are:
   a. **Part 1:** Identify the policy and/or public administration issue, and provide an outline of the intended design of your comparative study. Memo (2 pages, 1.5 spaced), This document will summarize important background information. You should provide any pertinent data, theories, and political analysis that your client would need to fully understand and assess the issue. (peer assessment -- 5% of project grade)

   b. **Part 2:** Summarize your comparative findings and decide on comparative conclusions. Memo (3 pages, 1.5 spaced). This document should begin with an updated and shortened version of the policy problem, an explanation of policy goals, and the comparative models that you will apply for your policy solutions. (peer assessment -- 5% of project grade)

   c. **Final Comparative Study Report** - 10-12 pages, 1.5 spaced excluding bibliography) (25%). This submission should include your hypothesis, research method, tools, variables, criteria and indicators, validity and reliability measures of the study and of the lesson drawing, objects, and rationales for your decisions. You will receive informal feedback from classmates and from me during the workshop sessions -- much like you would in many work situations. The Report should include an executive summary and a matrix summarizing findings.

   d. **Poster Oral Presentation** -- (10 minutes, *strictly to the time limit*, with additional time for Q &A) (5% of project grade.) The goal is to convince your clients that your study is sound and that your lesson drawing is valid and reliable. Be professional and to the point.

3. **Oral Presentation** – Recommended Readings (10 minutes, with time for Q&A (10%)}
**Important Notes and Class Policies**

In order to maintain a productive, disturbance free, respectful and considerate learning environment, where you can benefit the most, the following are deemed imperative:

**Attendance is obligatory.** Failure to attend without formal certification will result in the deduction of 3 points per session out of your final mark.

**Procedures on late arrival to class** - Students who for any reasons happen to be late for class can enter together 20 minutes after the class commences or in the break.

**Eating is absolutely not acceptable during class sessions.**

**Electronic devices** -- All electronic devices must be turned off, including laptop computers, iPads, cell phones, pagers, etc. unless the class session requires you to do so, or for any personal reasons. In the latter case, please discuss with the professor before the session starts.

**For privacy reasons -- recordings is not allowed.**

**Late Submissions of assignments and final papers** will result in a 10 points deduction per day.

**All submissions should be made in hard copy.**

**Plagiarism and intellectual copyrights** – please make yourself acquainted with these definitions as well as with CUNY regulations. See the Baruch College’s policy on academic honesty and plagiarism definitions at: [http://www.baruch.cuny.edu/academic/academic_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html)

Plagiarism of direct citations or of ideas that are not fully referenced will automatically result in a Fail (zero) grade. Please note that **instructors are required by Baruch College policy to submit a report of any plagiarism incident to the Dean of Students office, and that report will then become part of your permanent file.** Giving credit is good professional practice, increases your credibility, and allows your clients/readers to follow up on your information.

Students with disabilities may receive assistance and appropriate accommodations in order to allow them to participate fully in this course. Please let me know right away of any specific accommodations you need, and make sure to contact the Office of Services for Students with Disabilities, part of the Division of Student Development and Counseling. at (646) 312-4590.

**Required Books and Readings**

**Core Books:**

**Recommended Books:**

**Articles and Book Chapters:**
See weekly schedule below.
The Journal of Comparative Policy Analysis: Research and Practice, Routledge, UK.

**Important Recommended Publications per topic:**

**On Comparative Public Administration:**
On Policy Learning:

On Policy Transfer:
Dolowitz, David P. and David Marsh. 1996. Who Learning from Whom: A Review of the Policy Transfer Literature. *Political Studies* XLIV, 343-357

On Policy Diffusion and Innovation Diffusion:

Comparative Public Policy:

On Comparative Politics:

On Comparative Government/governance:

On Policy Memo-writing and Advocacy
NYU Memo Writing Guidelines (electronic copy available on line – Google-search)
Additional Sources:
Journal of Comparative Politics
Governance: An International Journal of Policy, Administration and Institutions
International Review of Administrative Sciences
Public Administration Review
Review of Public Management
International Public Management Journal
The Economist, World in Figures. Free iPad/iPhone App.; printed edition: The Economist, Pocket

Useful Websites:
OECD PA Knowledge Project of the Brussels based International Institute of Administrative Sciences: http://www.pa-knowledge.org/

General Country Profiles:
- BBC Country Profiles
  - http://news.bbc.co.uk/1/hi/country_profiles/default.stm
- CIA World Factbook Country Profiles
- NationMaster (Online encyclopedia of statistics/facts about countries)
  - http://www.nationmaster.com/

Indicators/ Indexes:
In addition to World in Figures, see:
- Democracy Audits: http://worldaudit.org/
- Economist Intelligence Unit Livability Index (Cities): www.eiu.com/liveability
- Failed States Index: http://www.fundforpeace.org/global/?q=fsi
- Freedom Index: http://www.freedomhouse.org/template.cfm?page=15
- GNI Index: see version at: http://en.wikipedia.org/wiki/List_of_countries_by_income_equality
- Global Peace Index: http://www.visionofhumanity.org/
- Legatum Prosperity Index: http://www.prosperity.com/
- Transparency International Corruption Indexes: http://www.transparency.org/policy_research/surveys_indices
- World Bank Indicators Database (multiple economic and social indicators): http://data.worldbank.org/indicator
- World Values Survey: http://www.worldvaluessurvey.org/index_organization
- WorldMapper http://www.worldmapper.org/

Class Schedule

Session 1: Doing Comparative Research on Public Administration and Public Policy

Getting acquainted
Expectations
Introduction to the objectives of the course. Evaluation requirements.

- Public administration policy: definition, types and levels
- Public policy: definition, types and levels
- The Comparative Methods in social sciences research: history, tools and approaches
• The Comparative Method in public administration and policy.
• What do we compare in public administration and policy?
• WHAT does comparative mean?
• WHY do we compare?


Session 2: Comparing Public Administration, Public Policy and Public Politics: Theoretical and Conceptual Approaches.

Compulsory readings:
Chandler, Introduction to Comparative Public Administration, pp. 1-14.

Session 3: Comparing Public Administration -- The Ends

Compulsory readings:
Lesson Learning:
Rose: Getting Started on Public Policy Transfer and Learning and Policy Tools pp. 15-43.
Rose: Looking for Lessons and Venturing Abroad
Transfer:
Or:
Diffusion and Innovation Diffusion:
Or:

Recommended:
Session 4: Comparing Public Policy: Theoretical and Conceptual Approaches

Compulsory readings:
Rose: Returning Home: Institutions and Contexts and What Makes for Successful Policy?

Recommended:

Sessions 5 And 6: On Comparison and its Methodological Traps
- The comparative method in social sciences: objectives and research strategies (the quantitative and qualitative analyses)
- Theoretical and methodological issues on comparative public policy: the search for the ‘functional equivalence’
- Concepts, variables and measures. Comparative indicators.

Compulsory readings for the two sessions:
Rose, R. pp. 44-75.

Recommended:

Sessions 7 and 8: Globalization Cross-National Comparisons: Styles, Families, Worlds, Leaders & Laggards; Diffusion? Emulation? Convergence? Divergence? What has been compared?

Compulsory readings for the two sessions:

A National and Institutional Case Study -- Journal of Comparative Policy Analysis: in accordance to students’ topics of interest.

Recommended:

Session 9: Class Test
Based on readings and reading presentations, and their relevance to your comparative project.

Session 10: The Problematics of Comparative Lesson Drawing
Rose, pp. 76-113 and pp. 114-152.
Rose, R., pp. 206-233, 234-304

Case Analysis -- Journal of Comparative Policy Analysis: in accordance to students’ topics of interest.

Session 11: How to do and How to implement Public Policy Comparisons?
Rose, pp. 363-378
Influences on policy learning and transfer: comparative public policy frameworks –

Case Analysis -- Journal of Comparative Policy Analysis: in accordance to students’ topics of interest.

Sessions 12: Working in a Globalized World

Compulsory readings:
Job Description, Director, Global Centre of Public Services Excellence
http://jobs.undp.org/cj_view_job.cfm?cur_job_id=32440

Recommended:
The first hour of The Kingdom (2007 Movie with Jamie Foxx, Chris Cooper and Jennifer Garner)
http://www.nytimes.com/2010/12/05/jobs/05search.html

Online Resources:
International competencies
http://www.worldwork.biz/legacy/www/docs2/competencies.phtml
Working with interpreters
Working with interpreters
http://www.culturalsavvy.com/interpreters.htm
“Global English”
http://www.culturalsavvy.com/communicating_across_cultures_using_English.htm
Speaking with foreigners
http://www.oreillynnet.com/lonlamp/blog/2005/03/do_you_alter_your_language_when.html
Online expat community
http://www.internations.org/

Session 13: Poster Presentations

Poster Presentations: The course will be completed with a poster session and presentations of your comparative projects.
CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS


COURSE TITLE: Global Economic Governance: Pacts, Actors, and Regimes

CLASS HOURS PER WEEK:  3    CREDITS:  3

LEARNING GOALS OF COURSE:
• Situate the study of global governance organizations within the context of scholarship on international institutions and cooperation within International Relations theory.
• Place today’s system of global economic governance into historical perspective, both in terms of origins and possible future configurations.
• Understand how global economic governance organizations interact with state and non-state stakeholders.
• Analyze the political dynamics within the governance regimes.
• Assess the structure and effectiveness of organizations’ dispute settlement and compliance mechanisms.
• Understand processes and actors involved in agenda-setting across varied organizations.

PREREQUISITE(S): None

OTHER SCHOOLS CONSULTED: WSAS

CROSS-LISTED IN ______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.):

BULLETIN DESCRIPTION (approximately 50 words):
In the absence of global government, global economic governance organizations have emerged to coordinate, monitor, manage, and direct the economic and monetary activities of states and firms. This course will introduce students to the agreements and predominant institutions that compose global economic governance regimes, including the World Bank, International Monetary Fund, and World Trade Organization. It will examine organizational and voting structures, rules for legitimate state and non-state participants, compliance mechanisms, and agenda setting.

RATIONALE (What is the need for this course?):
This course is one of eight courses that will form the required core for the proposed Master of International Affairs (MIA) degree. It is designed to introduce students to an essential component of contemporary international affairs, specifically the key international organizations that govern economic relations, focusing on their crucial role in facilitating interstate cooperation and stabilizing for the global economy.

THIS COURSE IS A CORE (CHOOSE ONE) FOR THE Master of International Affairs PROGRAM, TO BE OFFERED twice per year WITH A PROJECTED ENROLLMENT OF 25, (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:  
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE:   DATE:  
APPROVED BY SPA FACULTY    DATE:
Course Title
Global Economic Governance: Pacts, Actors and Regimes

Course Description
In the absence of global government, global economic governance organizations have emerged to coordinate, monitor, manage, and direct the economic and monetary activities of states and firms. Given the distributional consequences of these global economic governance regimes, civil society organizations have also mobilized to influence the work of formal intergovernmental organizations. Placing this phenomenon into the broader context of international relations theories regarding the role of institutions in interstate cooperation and the international influence of non-state actors, this course will introduce students to the agreements and predominant institutions that compose global economic governance regimes, including the World Bank, International Monetary Fund, and World Trade Organization. Students will consider the political dynamics that shape these institutions’ organizational and voting structures, as well as evolving rules regarding legitimate participants. The course will also focus on the diverse compliance mechanisms, such as dispute settlement and sanctions, devised to constrain actors at the global level. Finally, students will examine the role of norm entrepreneurs at all three levels – international, state, and non-state – in shaping the agendas of these institutions.

Learning Goals
Upon completion of this course, students will be able to:

- Situate the study of global governance organizations within the context of scholarship on international institutions and cooperation within International Relations theory.
- Place today’s system of global economic governance into historical perspective, both in terms of origins and possible future configurations
- Understand how global economic governance organizations interact with state and non-state stakeholders
- Analyze the political dynamics within the governance regimes
- Assess the structure and effectiveness of organizations’ dispute settlement and compliance mechanisms
- Understand processes and actors involved in agenda-setting across varied organizations.

Texts
Required:


Recommended:

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Assignments</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Oral presentation</td>
<td>10%</td>
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</table>

Students will be assessed based on their performance on course assignments and class participation. Final course grades will be based on students’ weighted average score calculated from their performances on homework and in-class assignments, exams, and contributions to class discussion. Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch faculty handbook).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1: Global Economic Governance in Theoretical and Historical Perspective. IR Theory - Role of Institutions/IOs (Liberal Institutionalism)</td>
</tr>
<tr>
<td>2</td>
<td>Unit 1: History of Bretton Woods, Postwar Economic Institutions</td>
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<tr>
<td>3</td>
<td>Unit 1: Role of Non-State Actors + Post Cold War Context</td>
</tr>
<tr>
<td>4</td>
<td>Unit 2: Global Economic Governance Institutions: Structure, Function, Stakeholders, and Agendas. International Monetary Fund</td>
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<tr>
<td>5</td>
<td>Unit 2: World Bank</td>
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<td>6</td>
<td>Unit 2: World Trade Organization</td>
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<td>7</td>
<td>Unit 2: International Financial Institutions: The G20 and the Financial Stability Board</td>
</tr>
<tr>
<td>8</td>
<td>Unit 3: Emerging Developments in Global Economic Governance. The G-20 and its relationship with the Organization for Economic Cooperation and Development</td>
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<tr>
<td>9</td>
<td>Unit 3: Regional complements to global governance</td>
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<tr>
<td>10</td>
<td>Unit 3: The BRICs and emerging markets</td>
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<td>11</td>
<td>Unit 3: Spotlight on China: Challenges to the “Liberal” Order?</td>
</tr>
</tbody>
</table>
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Unit 4: Critical Views of Global Economic Governance: Civil Society,
Democratic Deficits and Accountability. Labor Governance and
Standards – Controversy over Governing MNC behavior, especially in
the international garment sector.
Unit 4: Economic Governance Approaches to the Environment
Unit 4: Democratic Accountability of IOs: Between States, Markets,
and Civil Society

13
14

Readings
Week
1

Topic
International Relations Theory:
Perspectives on International
Organizations

Readings
Abbott, Kenneth W., and Duncan Snidal.
“Why States Act Through Formal International
Organizations.” Journal of Conﬂict Resolution.
Chayes, Abram, and Antonia Handler Chayes.
"On compliance." International Organization
47.02 (1993): 175-205.
Davies, Michael, and Richard Woodward. “An
introduction to international organizations in
theory and practice” International
Organizations: A Companion. Edward Elgar

2

“Cooperation and International Regimes” in
Keohane, Robert O. After hegemony:
Cooperation and discord in the world political
economy. Princeton University Press, 2005:
49-64.
Eichengreen, Barry, and Peter B. Kenen.
"Managing the world economy under the
Bretton Woods system: an overview."
Managing the World Economy: Fifty Years
After Bretton Woods. Institute for International
Economics, 1994: 3-57.

History of the Bretton Woods
System and the Postwar Economic
Institutions

Ikenberry, G. John. "The political origins of
Bretton Woods." A retrospective on the
Bretton Woods system: Lessons for
international monetary reform. University of
Ruggie, John Gerard. "International Regimes,

67


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Held, David, et al. "Global Trade, Global |
|---|---|---|
Kaltenthaler, Karl, and Frank O. Mora. |
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>References</th>
</tr>
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<tbody>
<tr>
<td>14</td>
<td>Global Economic Governance and Democratic Accountability</td>
<td></td>
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</tbody>
</table>
COURSE NUMBER: TBD                      DATE: 3/10/2015

COURSE TITLE: International Economics

CLASS HOURS PER WEEK: 3.0                  CREDITS: 3.0

LEARNING GOALS OF COURSE:
• Differentiate between international and domestic economic issues
• Apply key principles and concepts in international economic such as comparative advantage, gains from trade, and factor mobility
• Use national accounts and balances of payment information
• Critically assess impact of protectionist policies such as import tariffs, quotas, and capital controls on economic growth, prices, movement of labor and capital, and inequality
• Understand role of international finance, the monetary system, and its relation with trade
• List different stages of economic integration and recognize need for policy coordination
• Develop and present policy solutions for contemporary challenges in international economics

PREREQUISITE(S): None.

OTHER SCHOOLS CONSULTED: Weissman faculty provided input

CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
This course introduces students to the basic micro- and macro-economic principles that underlie international economic relations. Students will gain an understanding of international trade and finance and the effects of various international economic policies on domestic and world economic well-being. [The course is not open to students who have completed PAF 9130 or ECO 9704.]

RATIONALE (What is the need for this course?):
This course will be one of eight core courses in the new Masters of International Affairs degree program at SPA. Students will become familiar with basic micro- and macro-economic principles needed to understand and analyze important developments in international economics. This course will be the sole economics course in the core and will prepare students to take electives in areas of their chosen concentration such as Trade Policy and International Development.
THIS COURSE IS A **CORE COURSE** FOR THE _MASTERS IN INTERNATIONAL AFFAIRS PROGRAM_, TO BE OFFERED _EVERY SEMESTER_ (FREQUENCY) WITH A **PROJECTED ENROLLMENT** OF _25_. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

**PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:**
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

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APPROVED BY SPA CURRICULUM COMMITTEE: __________________________ DATE: __________________________
APPROVED BY SPA FACULTY: __________________________ DATE: __________________________
March 13, 2015

**Course Title**  
International Economics (MIA Core Course)

**Course Description**  
This course introduces students to the basic micro- and macro-economic principles that underlie international economic relations. Students will gain an understanding of international trade and finance and the effects of various international economic policies on domestic and world economic well-being. The course highlights sources of comparative advantage, costs of and benefits from trade, balance of payments, the impact of trade on economic growth, inflation, and development, and the effects of policy interventions such as tariffs, quotas, voluntary export restraints, and export subsidies. Students will become familiar with important international agreements on regional trade liberalization (such as EU, NAFTA and CAFTA) and on multilateral trade liberalization (e.g., WTO). International finance topics include introductions to the role of international capital flows, the determinants of exchange rates, related policies, and the history and institutions of the international monetary system.

**Learning Goals**

Upon completion of this course, students will be able to:

- Differentiate between international and domestic economic issues
- Apply key principles and concepts in international economic such as comparative advantage, gains from trade, and factor mobility
- Use national accounts and balances of payment information
- Critically assess impact of protectionist policies such as import tariffs, quotas, and capital controls on economic growth, prices, movement of labor and capital, and inequality
- Understand role of international finance, the monetary system, and its relation with trade
- List different stages of economic integration and recognize need for policy coordination
- Develop and present policy solutions for contemporary challenges in international economics

**Texts**

Required:

Recommended:

**Assessment**

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Students will be assessed based on their performance on course assignments and class participation. Final course grades will be based on students’ weighted average score calculated from their performances on homework and in-class assignments, exams, and contributions to class discussion. Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch faculty handbook).

**Course Schedule**

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<td><em>Part I: Introduction and Basic Principles.</em> Introduction to International Economics: stylized facts, comparative advantage and gains from trade</td>
</tr>
<tr>
<td>2</td>
<td><em>Part I: Supply and demand analysis</em> (applications: labor markets and immigration; capital markets and population aging; goods markets and foreign demand)</td>
</tr>
<tr>
<td>3</td>
<td><em>Part I: Elasticity</em> (application: short-run aggregate supply and demand shocks)</td>
</tr>
<tr>
<td>4</td>
<td><em>Part I: Welfare economics and government intervention</em> (application: free trade, tariffs, and subsidies in exporting and importing countries)</td>
</tr>
<tr>
<td>5</td>
<td><em>Part II: Theories of Trade, Exchange Rates and Economic Integration.</em> International Trade Theory I: Ricardian Trade, Heckscher-Ohlin Model</td>
</tr>
<tr>
<td>6</td>
<td><em>Part II: International Trade Theory II: Standard Trade Model</em></td>
</tr>
<tr>
<td>7</td>
<td><em>Part II: National Income Accounting and Balance of Payments</em></td>
</tr>
<tr>
<td>8</td>
<td><em>Part II: Exchange Rates and Foreign Exchange Markets</em></td>
</tr>
<tr>
<td>9</td>
<td><em>Part II: Economic Integration I: From Trade Areas to Economic Union</em> (possible case studies: EU, NAFTA, CAFTA)</td>
</tr>
<tr>
<td>10</td>
<td><em>Part II: Economic Integration II: Economic and Monetary Unification</em> (possible case studies: EU, East and West Germany)</td>
</tr>
</tbody>
</table>
### Session by Session Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Required: Mankiw, Chapter 3 (Interdependence and the Gains from Trade), KOM, Chapter 2 (World Trade: An Overview)</td>
</tr>
<tr>
<td>2</td>
<td>Required: Mankiw, Chapters 4 (The Market Forces of Supply and Demand) &amp; 18 (The Markets for the Factors of Production)</td>
</tr>
<tr>
<td>3</td>
<td>Required: Mankiw, Chapters 5 (Elasticity and its Application) &amp; 6 (Supply, Demand, and Government Policy)</td>
</tr>
<tr>
<td>4</td>
<td>Required: Mankiw, Chapters 7 (Consumers, Producers, and the Efficiency of Markets) &amp; 9 (Application: International Trade)</td>
</tr>
<tr>
<td>5</td>
<td>Required: KOM, Chapters 3 (Labor Productivity and Comparative Advantage: The Ricardian Model) &amp; 5 (Resources and Trade: The Heckscher-Ohlin Model)</td>
</tr>
<tr>
<td>6</td>
<td>(continuation from Week 5)</td>
</tr>
<tr>
<td>7</td>
<td>Required: KOM, Chapter 13 (National Income Accounting and the Balance of Payments)</td>
</tr>
<tr>
<td>8</td>
<td>Required: Mankiw, Chapters 29 (The Monetary System) &amp; 30 (Money Growth and Inflation) KOM, Chapter 14 (Exchange Rates and the Foreign Exchange Market: An Asset Approach)</td>
</tr>
<tr>
<td>10</td>
<td>(continuation from Week 9)</td>
</tr>
<tr>
<td>11</td>
<td>Required: KOM, Chapters 9 (The Instruments of Trade Policy), 11 (Trade Policy in Developing Countries) &amp; 12 (Controversies in Trade Policy)</td>
</tr>
<tr>
<td>12</td>
<td>Required: KOM, Chapters 18 (Fixed Exchange Rates and Foreign Exchange Intervention) &amp; 19 (International Monetary Systems: An Historical Overview)</td>
</tr>
<tr>
<td>14</td>
<td>Required: Mankiw, Chapters 31 (Open-Economy Macroeconomics: Basic Concepts) &amp; 32 (A Macroeconomic Theory of the Open Economy) and KOM, Chapter 21 (Financial Globalization: Opportunity and Crisis)</td>
</tr>
</tbody>
</table>

The instructor(s) will supplement the readings with scholarly articles as well as non-technical articles on current issues in international economics and policy from journals such as *Foreign*
Affairs, Foreign Policy, and Finance and Development. Students are encouraged to follow international issues by reading The Economist, The Financial Times, The New York Times, etc.

**Use of Blackboard, Blogs and Other Support Materials**
The instructor(s) will use a Blackboard course website to disseminate course-related materials including podcasts and TED talks and to host online discussions. Students will be expected to participate by posting regularly to threads on various topics in International Economics.
CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

COURSE NUMBER: PAF _____      DATE: 2/2/15

COURSE TITLE: GLOBAL COMMUNICATION

CLASS HOURS PER WEEK: 3            CREDITS: 3

LEARNING GOALS OF COURSE:

After completing this course, students should be able to:

• Identify and explain how global and intercultural communication impacts world politics, foreign policy, and international crises.

• Apply knowledge of cultural norms and codes of communication (i.e. conceptions of privacy, gender roles, personal space, deference to authority, etc.) to recommend best practices for communication across and within multiple cultures.

• Describe how legal and commercial frameworks (i.e. different freedoms of speech and models of media ownership) shape communication practices in different national contexts.

• Analyze issues and events in global affairs with concepts from intercultural and global communication and rhetorical studies.

• Present and write persuasively on global and intercultural communication issues through repeated practice and peer/instructor feedback.

• Adapt their messages to diverse public audiences in different national and cultural contexts.

• Apply best practices and new technologies in critical reasoning, argumentation, and deliberation in their public and professional assignments.

PREREQUISITE(S): N/A

OTHER SCHOOLS CONSULTED: Weissman, Communication

CROSS-LISTED IN ________DEPARTMENT (If applicable); N/A

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): N/A

BULLETIN DESCRIPTION (approximately 50 words):

In this class students will apply a comparative perspective to the communicative conditions that prevail in countries across the world, from everyday cultural practices (e.g. diplomatic ways of communicating in various societies) to organizational and policy considerations (e.g. free speech protections or restrictions). Students will sharpen their professional communication skills by speaking and writing on topics addressing issues of policy and administration in global contexts.
RATIONALE (What is the need for this course?):

This course is one of eight courses that will form the required core for the proposed Master of International Affairs (MIA) degree. Students in a MIA program must understand and apply ethical and effective communication skills in their work. In global settings, communication problems are typically amplified due to the heightened difficulties public servants face in translating issues across contexts. With an eye toward crafting sensitive, diplomatic, and knowledgeable communicators for such situations, this comprehensive course combines theory and practice in areas from face-to-face, intercultural communication to high-level international communication policies.

THIS COURSE IS A CORE (CHOOSE ONE) FOR THE MASTER IN INTERNATIONAL AFFAIRS PROGRAM, TO BE OFFERED TWICE A YEAR WITH A PROJECTED ENROLLMENT OF 25 (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE: DATE:
APPROVED BY SPA FACULTY DATE:
Course Title: Global Communication

Course Description
In this class students will apply a comparative perspective to the communicative conditions that prevail in countries across the world, from everyday cultural practices (e.g. diplomatic ways of communicating in various societies) to organizational and policy considerations (e.g. free speech protections or restrictions). Students will sharpen their professional communication skills by speaking and writing on topics addressing issues of policy and administration in global contexts.

Learning Goals
Upon completion of this course, students should be able to:

- Identify and explain how global and intercultural communication impacts world politics, foreign policy, and international crises.
- Apply knowledge of cultural norms and codes of communication (i.e. conceptions of privacy, gender roles, personal space, deference to authority, etc.) to recommend best practices for communication across and within multiple cultures.
- Describe how legal and commercial frameworks (i.e. different freedoms of speech and models of media ownership) shape communication practices in different national contexts.
- Analyze issues and events in global affairs with concepts from intercultural and global communication and rhetorical studies.
- Present and write persuasively on global and intercultural communication issues through repeated practice and peer/instructor feedback.
- Adapt their messages to diverse public audiences in different national and cultural contexts.
- Apply best practices and new technologies in critical reasoning, argumentation, and deliberation in their public and professional assignments.

Required Texts:
The Information Revolution and World Politics by Elizabeth Hanson (2008)

Recommended Texts:
Note: Many parts of this syllabus were adapted, with permission, from Dr. Craig Hayden’s “International Communication” syllabus at American University’s School for International Service. We’d like to thank Dr. Hayden for his syllabus and insights in constructing our class content.

Assessment

Course Paper (25%) – You will be required to draft a course paper that applies a concept or theoretical perspective from the class to a global communication subject of your interest. The purpose of this assignment is to demonstrate your ability to (a) understand the conceptual foundations of intercultural and global communication and (b) put them to use in an analytical essay. The paper will be approximately 12-15 pages long. This paper requires you to practice the writing and editing skills that we discuss in class. Further details regarding the content and structure of the paper will provided in class. The paper will be due on November __.

Policy Presentations (20%) – You will present a ten minute speech designed to influence your audience on a question of international policy. You will make a clear, organized, and persuasive argument that is tailored to your audience’s culture, expertise, and needs. Your speech should identify a problem or need, offer a policy solution, and address the practicality of your plan.

Blogging (20%) – You will be required to participate in the class blogging network. The network consists of blog groups, linked to the main Course Blog on our course Blackboard page. The blogging assignment serves multiple purposes. First, it provides a readily available archive of material on the readings and discussion that will help you with your course projects. Second, it will familiarize you with making arguments and critical reasoning in a public forum. The details of the blogging requirement are listed at the end of the syllabus. Your Blogs will be due on Friday by 5pm each week of class.

Participation: In-Class Discussion (10%) – You will be graded on your level of engagement in class discussion. If necessary, I will call on people in class. However, do not hesitate to ask questions, or seek clarification on ideas, concepts, and issues pertaining to the readings. Each week, I will post a series of discussion questions before class time via email to help guide our class discussion.

Group Project and Presentation (25%): - You will be assigned to a group to work on a special case study of your choice. The purpose of this assignment is to develop a specific aspect of what you have read in class into a presentation of a “case” – which will include both an in-class presentation and a written report. The case study will likely illustrate a specific aspect, scenario, policy, or historical issue related to the substantive
topics of the course. For example, your group may elect to present a case study of a particular communication intervention in a developing country, a controversy over international copyright law, or perhaps explore the issues at stake in an international influence campaign. Case studies could examine topics such as how some particular international NGO (such as Doctor Without Borders) adjusts its operations in different cultural and national contexts, best communication practices in particular cultural regions, the notable communication failure of an NGO or government attributable to cultural misunderstanding. You will be assigned to a group on the first day of class – and this group will also serve as your Blogging Group. Please establish your blog prior to the second week of class. Your grade for the group project and presentation will be determined in the following way:

a) In-class Presentation – your group will present a 50-60 minute presentation toward the end of the semester using various tools for speaking and multi-media that will be covered in October.

b) Written Report – your group will provide a written report for your case study, including a review of relevant literature pertaining to the subject, a comprehensive description of the case, a discussion of the implications of the case for research and, potentially, policy-makers and other stakeholders (a handout with more details will be provided later in the semester).

Class Policies

1. Be prepared to speak in class every day. Remember that participation is 10% of your grade. Students are expected to have completed required readings before each class, and are prepared to discuss key concepts found in the readings.

2. Your written assignments (exams, presentations, blogs etc.) are due at the specified day and time. If you are absent the day of a written assignment due date, you will receive a 10% deduction in the assignment grade for each day that the assignment is not turned in.

3. All students are expected to participate in class. Special Note: Turn all mobile phones to silent mode during class time. Also, please refrain from texting while in class.

4. You are allowed one absence in the class during the semester, no questions asked. More than two absences will result in your course grade lowered by 1/2 a letter grade per additional absence. More than three absences risks failure in the class. A roll sheet will be distributed at the beginning of every class. It is your responsibility to sign the roll sheet. Tardies and leaving class early count as 1/3 of an absence. If you miss a scheduled test, you will receive no credit for that test. Extended absences are only tolerated if caused by medical emergencies. Written permission from a physician is required. Details of your absence must be promptly communicated to me via email.
5. Paper deadlines are final. (See point 2).
6. Questions about grades should be addressed in a timely manner. There is a 24-hour wait period after receiving a grade. You have one week after the wait period to discuss a grade. All grades after this period are considered final.
7. By registering as a student at College, all students acknowledge their awareness of the Academic Integrity Code. Students are responsible for becoming familiar with their rights and responsibilities as defined by the Academic Integrity Code and are responsible for knowing the requirements for their particular courses.
8. The professor reserves the right to add, delete, or otherwise change this syllabus. You will be notified of any syllabus changes.

**Blogging Assignment Instructions:**

The first thing you will do once you are assigned to a blogging group is to work with your team to set up a blog site through one of the available blogging services (Blogger, WordPress, etc.). You or a member of your group will then provide me the link to your blog site, and I will list this on the main course blog page (so that you can check out the blog sites of the other groups). Each member of your group will post blogs individually.

You will be required to write two kinds of postings to your course blogging network:

1) You are required to address a weekly “discussion question” post about an issue or subject pertaining to the week’s readings and discussion. The questions will be provided by Tuesday of the week the entries are due. You have the flexibility to produce something that is interesting and valuable for you and the blogging network. These are due every Friday.

2) You are required to post at least seven substantive comments on the people’s posts. You are not confined to your own blogging group, and may post on any of the other blog posts related to the class. However, you must comment on a post within a week of the original post. You are not limited to seven comments, and extra effort is viewed positively.

**Record Keeping:** SAVE YOUR BLOG WORK URLs IN A SEPARATE DOCUMENT. You will keep a record of all of the posts and comments that you make, broken down by weeks. This record, which you should keep on your hard drive and update after you post an entry or make a comment on someone else’s entry, should clearly indicate the static url of each entry that you make and each entry to which you have posted a comment. An easy way to do this is to make each week’s section of the record look like the following:
Week X

reflection: http://blah.blah.blah


[Obviously, you should replace the X and blah.blah.blah by the appropriate information for each posting.]

Each student will be required to submit a report containing the information from their blogging record to me by e-mail twice during the semester: once in the middle of the semester (must be received by 5:00pm on Wednesday, October 22), and once at the end of the semester (must be received by 5:00pm on Monday, December 8; note that this report should cover the entire semester). The e-mail in question should contain either clickable hyperlinks or plain text urls that I can cut-and-paste into a web browser. Do not submit the blogging report as a Word document or other kind of file attachment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Description</th>
<th>Required and Recommended Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction:</strong> Culture and Communication; Media and Global Communication</td>
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<tr>
<td>Week 2</td>
<td><strong>Intercultural Communication I—Cultural Contexts of Communication:</strong> High-Context and Low-Context Cultures; Value Orientations; Power Distance; Privacy; Attitudes towards Time</td>
<td>James W. Neuliep, <em>Intercultural Communication: A Contextual Approach</em>, Chapters 1-4.</td>
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<td>Week 3</td>
<td><strong>Intercultural Communication II—Cultural Codes and Communication:</strong> Family and Professional Roles, Gender Roles, Verbal Codes, Non-verbal codes; Dealing with Conflict</td>
<td>James W. Neuliep, <em>Intercultural Communication: A Contextual Approach</em>, Chapters 5-8</td>
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| Week 5 | Theoretical Perspectives on Global Communications | James Carey “A cultural approach to communication” in *Communication as culture: Essays on media and society*.  
Thussu “Approaches to theorizing international communication” from *International Communication: Continuity and Change*.  
**Recommended Reading:**  
Manuel Castells, “Power in the Network Society” *Communication Power* (pp. 1-27; 42-53) |
Karim H. Karim “Re-viewing the ‘National’ in ‘International Communication’ Through the Lens of Diaspora”  
Michael Schudson, “What’s Unusual About Covering Politics as Usual?” (Ch. 2) in *Journalism After September 11th* |
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Week 7</td>
<td>National Regimes of Media Ownership and Regulation: Public Interest, Media Ownership, Media Regulation</td>
<td>Petros Iosifidis, <em>Global Media and Communication Policy: An International Perspective</em>, Chapters 1-3 &amp; 7</td>
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<td>Week 9</td>
<td>Global Communication Infrastructure, Global</td>
<td>Seán Ó Siochrán and Bruce Girard with Amy Mahan</td>
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<td>Week 10</td>
<td>Power, the State, and Global Communication</td>
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<td><strong>Recommended</strong></td>
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<td>Anne Marie Slaughter “The New Foreign Policy Frontier” in <em>Foreign Policy</em> (2011)</td>
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<td>Week 11</td>
<td>Social Media 1: A Theory and Practice of Online Global Communication</td>
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**Recommended Reading:**


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<td><strong>Recommended Reading:</strong> Lewiński, M. (2010). Collective argumentative criticism in informal online discussion forums. <em>Argumentation &amp; Advocacy, 47</em>(2), 86-105.</td>
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<tr>
<td><strong>Recommended Reading:</strong> Matthew Powers “The Structural Organization of NGO Publicity Work: Explaining Divergent Publicity Strategies at Humanitarian and Human Rights Organizations” <a href="http://ijoc.org/index.php/ijoc/article/view/2517">http://ijoc.org/index.php/ijoc/article/view/2517</a></td>
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<tr>
<td>Week 14 Public Communication</td>
<td>Adam Garfinkle, <em>Political Writing: A Guide to the</em></td>
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Online: Theoretical Approaches and Research Perspectives on the Role of Privacy in the Social Web (pp. 75-89). New York: Springer.
ALTERNATE CLASSES

Because there is so much material that might potentially be covered in this class, we are including in the syllabus a couple of alternate classes that might be substituted for the scheduled topics.

Historical Overview of Global Communication


Paul Starr, “Early Modern Origins” (Ch. 1) in *The Creation of the Media: Political Origins of Modern Communication*

Elizabeth Hanson “The Origins of the Information Revolution” (Ch. 2) from *The Information Revolution and World Politics* (2008)

Recommended

Elizabeth Eisenstein “The Expanding Republic of Letters” (Ch. 4) from *The Printing Revolution in Early Modern Europe*

Power, the State, and International Communication (Alternate)

David Ronfeldt & John Arquilla “The Promise of Noopolitik” First Monday 12 n. 8-6 (1999/2007).

Sean Aday and Steve Livingston (2008) “Taking the state out of state—media relations theory: how transnational advocacy networks are changing the press —state dynamic” Media, War, and Conflict

Alister Miskimmon, Ben O’Loughlin, and Laura Rosella, Strategic Narratives: Communication Power and World Order. Chapters 1-2

Recommended


Toward a Global Media System

Daya Thussu “Mapping Media Flow and Contra-Flow”


Tristan Mattelart Audio-visual piracy: towards a study of the underground networks of cultural globalization, Global Media and Communication 2009 5: 308

Recommended

Robert McChesney, The Media System Goes Global

Kai Hafez “International Reporting” from The Myth of Media Globalization.

Cottle and Rai, “Global 24/7 news providers : Emissaries of global dominance or global public sphere?” Global Media and Communication 2008 4: 157
Global Media Audiences and Participation

Elihu Katz and Tamar Liebes “Reading Television: Television as Text and Viewers as Decoders”

Mark Deuze “Convergence Culture in the Creative Industries” (IC READER)


2014 International Journal of Communication Forum “Participations: Dialogues on the Participatory Promise of Contemporary Culture and Politics” ->POLITICS and PLATFORMS

Recommended

Bingchun Meng “From Steamed Bun to Grass Mud Horse: E Gao as alternative political discourse on the Chinese Internet” New Media and Society 7(1) 33-51.

Iwabuchi “Taking ‘Japanization’ Seriously: Cultural Globalization Reconsidered”

The Dynamics of Audience Fragmentation: Public Attention in an Age of Digital Media

Global Communication Infrastructure & Global Governance (Alternate)

Laura DeNardis The Global War for Internet Governance, Chapters 1, 2, 4, 6 & 10

Recommended

Marc Raboy “The WSIS as a Political Space in Global Media Governance


Global Communication and Development

Srinivas R. Melkote “Theories of Development Communication”


Recommended

Rob McMahon (2014) From Digital Divides to the First Mile: Indigenous Peoples and the Network Society in Canada
http://ijoc.org/index.php/ijoc/article/view/2456

CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

(Please return this form to Della Saju in the Office of Academic Programs, with a copy of the proposed syllabus attached.)

COURSE NUMBER: TBD  DATE: 2/11/2015

COURSE TITLE: International Development

CLASS HOURS PER WEEK: 3.0  CREDITS: 3.0

LEARNING GOALS OF COURSE:
• Distinguish between different factors of development
• Understand actors and stakeholders involved in designing and implementing economic development policy and their historical roles
• Apply theories of economic development to “real-world” situations and scenarios
• Critically discuss current challenges faced by governments, international organizations, and NGOs in alleviating poverty
• Design and present policy recommendations related to poverty, inequality, and development and growth

PREREQUISITE(S): International Economics/PAF9130 and Research and Analysis I-Statistics (PAF9170).

OTHER SCHOOLS CONSULTED: Weissman faculty provided input

CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
The course provides an overview of the competing theories of economic development and growth, highlighting the importance of fundamental factors related to culture, geography, and institutions in shaping the prosperity of nations today. Students will learn about the challenges faced by governments, international organizations, and NGOs in addressing poverty and global income inequality, and the related approaches (successful and unsuccessful) taken.

RATIONALE (What is the need for this course?):
This course will be an elective in the new Masters of International Affairs degree program at SPA. It will be one of four courses in the proposed Trade Policy and Global Economic Governance concentration. Students will be required to complete International Economics (or PAF9130) and Research and Analysis I-Statistics (PAF9170) prior to taking this course.

THIS COURSE IS A **CORE COURSE** FOR THE _MASTERS IN INTERNATIONAL AFFAIRS PROGRAM, TO BE OFFERED EVERY OTHER SEMESTER_ (FREQUENCY) WITH A
PROJECTED ENROLLMENT OF __20-30__________. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE: DATE:
APPROVED BY SPA FACULTY DATE:
International Development

Most people in the world are poor. If we knew the economics of being poor, we would know much of the economics that really matters.

T.W. Schultz (1979 Nobel Laureate in Economics)

Course Description
Poverty and global income inequality are among the major social and political issues of the 21st century. The course is comprised of two parts: (i) the lay of the land and (ii) current challenges and approaches. The first part will provide an overview of the competing theories of economic development and growth, highlighting the importance of fundamental factors related to culture, geography, and institutions in shaping the prosperity of nations today. In the second part students will learn about the challenges faced by governments, international organizations, and NGOs in addressing poverty and global income inequality, and the related approaches (successful and unsuccessful) taken. Topics include poverty, household economics, education, health and nutrition, agriculture, microfinance, corruption, conflict, and foreign aid.

Learning Goals
Upon completion of this course, students will be able to:

- Distinguish between different factors of development
- Understand actors and stakeholders involved in designing and implementing economic development policy and their historical roles
- Apply theories of economic development to “real-world” situations and scenarios
- Critically discuss current challenges faced by governments, international organizations, and NGOs in alleviating poverty
- Design and present policy recommendations related to poverty, inequality, and development and growth

Course Materials
We will be using a variety of readings including journal articles, book chapters and policy briefs, which are described in the course outline and will be posted on the class Blackboard website. Also we will use videos and podcasts by prominent economists, scholars, and practitioners.

Assessment

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<td>Assignments</td>
<td>25%</td>
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<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch faculty handbook)
## Course Schedule and Reading List

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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| **Week 1** | Introduction – Definition and Measurement  
- The definition of economic development  
- Measuring economic development: income per capita  
- Grouping countries by their level of development  
- Empirical associations: correlation vs. causation | Reading:  
Online Resources will be posted on Blackboard |
| **Week 2** | Theories of Economic Development: Proximate Causes  
- Factor Accumulation (Physical and Human Capital): Theory and Empirical Evidence  
- Technology and Total Factor Productivity  
- Washington Consensus  
- Problems and Criticisms | Reading:  
Online Resources will be posted on Blackboard |
| **Week 3** | Theories of Economic Development: Fundamental Factors  
- Grouping countries by their level of development: past vs. present  
- The Malthusian Epoch  
- The great divergence  
- Diamond's theory  
- Geography: Theory and Empirical evidence  
- Culture: Theory and Empirical evidence  
- Institutions: Theory and Empirical evidence | Reading:  
Acemoglu and Robinson (2012): Chapters 2 and 3  
Spolaore, Enrico, and Romain Wacziarg (2013)  
Other Resources will be posted on Blackboard |
| **Week 4** | Institutions as the fundamental determinant of economic development  
- The Evolution of institutions  
- The experience of Europe  
- Colonization and the reversal of fortune | Reading:  
Acemoglu and Robinson (2012): Chapters 4 and 9  
Acemoglu, Daron, Simon Johnson, and James A. Robinson (2005) |
| **Week 5** | Colonization, Institutions and Economic Development  
- The First Wave of Colonization  
- Trans-Atlantic Slave Trade  
- The Second Wave of Colonization: scramble for Africa | Reading:  
Acemoglu and Robinson (2012): Chapters 4 and 9  
Engerman, Stanley L. and Kenneth L. Sokoloff (2011): selected chapters  
Other Resources will be posted on Blackboard |
| Week 6     | Looking back: what have we learned  
|           | - Re-Grouping countries by their level of development  
|           | - Economic development today and challenges ahead  
|           | - The role of international institutions in promoting development | Reading:  
|           | Acemoglu and Robinson (2012): Chapters 13 and 14 and 15  
|           | Other Resources will be posted on Blackboard |
| Week 7    | Midterm Exam |
| Week 8    | The microeconomics of development | Reading:  
|           | Banerjee and Duflo (2012): Chapter 1  
|           | Ray (1998): Chapter 1  
| Week 9    | Poverty and household economics (gender and intra-household allocation) | Reading:  
|           | Banerjee and Duflo (2012): Chapter 2  
|           | Intrahousehold Resource Allocation in Developing Countries: Models, Methods, and Policy (1998): select chapters  
|           | Other Resources will be posted on Blackboard |
| Week 10   | Human capital: education, health and nutrition | Reading:  
|           | Deaton (2003)  
|           | Strauss and Thomas (1998)  
|           | Other Resources will be posted on Blackboard |
| Week 11   | Agriculture | Reading:  
|           | World Bank World Development Report 2008: Agriculture for Development  
|           | Ray (1998): Chapter 8  
|           | Other Resources will be posted on Blackboard |
| Week 12   | Insurance, credit, and savings | Reading:  
|           | Banerjee and Duflo (2012): Chapter 8  
|           | Banerjee, et al. (2015) and other articles from special issue  
|           | Other Resources will be posted on Blackboard |
| Week 13 | Corruption and governance | Reading:  
Fisman and Miguel (2010): Select chapters  
International Handbook on The Economics Of Corruption, Volume Two: Select |
|---------|---------------------------|------------------------------------------------------------------|
| Week 14 | Foreign aid               | Reading:  
Qian (forthcoming)  
Selected Chapters from Easterly (2007), Moyo (2009), and Sachs (2005) |

**ACADEMIC HONESTY**

I fully support Baruch College's policy on Academic Honesty, which states, in part:

*Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.*

This text is from Baruch’s webpage: [http://www.baruch.cuny.edu/academic/academic_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html).

Violations of academic honesty will have penalties ranging from zero credit on the assignment to failure of the course, depending on the context and seriousness of the violation.

**USE OF CELL PHONES OR LAPTOPS IN CLASS**

Please do not use laptops, smart devices, or cell phones in class. If you need to be reached in case of an emergency, you may set your phone to vibrate and leave the class to answer emergency calls or send emergency texts.

**STUDENTS WITH DISABILITIES**

Students with disabilities may receive assistance and accommodation to enable them to participate fully in courses at Baruch. To establish the accommodations appropriate for each student, please alert your instructor and contact the Office of Services for Students with Disabilities at 646-312-4590.
References:


CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

COURSE NUMBER: TBD                     DATE: 3/10/2015

COURSE TITLE: International Political Economy

CLASS HOURS PER WEEK: 3.0       CREDITS: 3.0

LEARNING GOALS OF COURSE:
• Describe major competing theories of state-market interaction
• Understand history of globalization and rise of capitalist world economy
• Distinguish between major institutions organizing international economic relations
• Critically assess role government in international trade, movement of labor and capital, and international finance
• Apply knowledge of relationship between states, institutions and markets to critically analyze contemporary issues and challenges in globalization and governance

PREREQUISITE(S): International Economics (or PAF9130/ECO9704) and Global Economic Governance.

OTHER SCHOOLS CONSULTED: Weissman faculty provided input

CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
This course analyzes the role that government plays in shaping production, investment, consumption and allocation of resources through domestic economic policy as it interacts with other states and international institutions. Students will learn about important theories of international political economy including liberalism, realism and Marxism and become familiar with the role and history of the major institutions that have been created by states to organize international economic relations. The course also addresses the way international economic policy impacts broader social forces and tries to manage the participation of civil society in formulating policy.

RATIONALE (What is the need for this course?):
This course will be an elective in the new Masters of International Affairs degree program at SPA. It will be one of four courses in the proposed Trade Policy and Global Economic Governance concentration. Students will be required to complete International Economics (or PAF9130/ECO9704) and Global Economic Governance prior to taking this course.

THIS COURSE IS AN ELECTIVE COURSE FOR THE _MASTERS IN INTERNATIONAL AFFAIRS PROGRAM, TO BE OFFERED EVERY OTHER SEMESTER_ (FREQUENCY) WITH
A PROJECTED ENROLLMENT OF __20-30__________. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

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APPROVED BY SPA CURRICULUM COMMITTEE: DATE:
APPROVED BY SPA FACULTY DATE:
**Course Title**

*International Political Economy*

**Course Description**

This course will analyze the role that government plays in shaping production, investment, consumption and allocation of resources through domestic economic policy as it interacts with other states and international institutions. Political economy considers government action as a response to political imperatives and economic forces and as a determinant of economic activities. The aggregate of interstate relations and international institution action has consequences for domestic interest and social groups as well as the path of development since allocating resources is tied to a political distribution of gains. This course will introduce students to the three traditional theories of international political economy, liberalism, realism and Marxism, as well as constructivism and the major variants of critical theory. Students will learn about the major institutions that have been created by states to organize international economic relations and examine the evolution of the Bretton Woods system. This course will address the way international economic policy impacts broader social forces and tries to manage the participation of civil society in formulating policy. Students will be able to analyze the way developments in economic policy relate to relations between states and within institutions.

**Learning Goals**

*Upon completion of this course, students will be able to:*

- Describe major competing theories of state-market interaction
- Understand history of globalization and rise of capitalist world economy
- Distinguish between major institutions organizing international economic relations
- Critically assess role government in international trade, movement of labor and capital, and international finance
- Apply knowledge of relationship between states, institutions and markets to critically analyze contemporary issues and challenges in globalization and governance

**Texts**

Textbooks (depending on the instructor(s), the emphasis may be set more on “Classic IPE” materials and readings from economics or political science):


**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>
Students will be assessed based on their performance on course assignments and class participation. Final course grades will be based on students’ weighted average score calculated from their performances on homework and in-class assignments, exams, and contributions to class discussion. Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “Grades” section of the Baruch Faculty Handbook).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 2    | *Part I. Wealth and Power: The Capitalist World Economy Meets the International System*  
The Modern IPE in Historical Perspective, From its Origins to the 20th Century |
| 3    | Systemic Views of Imperialism, Hegemony (Liberal and Otherwise), and Empire |
| 4    | Conflict and Cooperation, National Power and Economic Statecraft |
| 5    | *Part II. States and Markets: Domestic-International Interactions in IPE*  
Foreign Economic Policymaking and Policy Diffusion |
| 6    | Globalization, Convergence, and the Powerless State: Myth or Inevitability? |
| 7    | *Part III. ‘Classic’ IPE*  
The Economics of Trade, Money & Finance: A Review |
| 8    | Money and Finance:  
IMF, World Bank, Financial Crises, Currency Contagions |
| 9    | Trade:  
WTO, Regional Economic Integration, Domestic Debates -- Free Trade vs. Protectionism |
| 10   | Production I  
Multinational Corporations, Industrial Policy and Corporate Governance |
| 11   | Production II  
Foreign Direct Investment, LDC Development and Industrialization |
| 12   | *Part IV. Rethinking IPE: Alternative Perspectives and Approaches.*  
Ideas, Beliefs and Identity in IPE:  
The Spread of Keynesianism, Neoliberalism, ‘Europeanism’ and State Capitalism |
### Session-by-Session Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | **Introduction: What Is IPE? Wealth & Power, States & Markets** | **REQUIRED:**  

**RECOMMENDED:**  
- Staniland, Martin. 1985. *What is Political Economy?* New Haven: Yale University Press. (Chapters 1, 2 and 5, up to p. 20). |
| 2    | **Part I. Wealth and Power: The Capitalist World Economy Meets the International System**  
**The Modern IPE in Historical Perspective: From its Origins to the 20th Century** | **REQUIRED:**  
- Gilpin, *The Political Economy of International Relations* (Chapter 2)  

**RECOMMENDED:**  
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Systemic Views of Imperialism, Hegemony (Liberal and Otherwise), and Empire</th>
<th>Conflict and Cooperation, National Power and Economic Statecraft</th>
</tr>
</thead>
</table>
• Hardt, Michael and Antonio Negri. 2000. *Empire.* Harvard University Press. (Chapters 1.1-1.2, 2.5-3.6, ad 4.2)  
| 5 | **Part II. States and Markets:**
**Domestic-International Interactions in IPE**  
Foreign Economic Policy and Policy Diffusion |
|-------------------|-------------------------------|
- Keohane, Robert O. and Helen V. Milner, eds. 1996. *Internationalization and Domestic Politics*. Cambridge: Cambridge University Press. (Chapters 2&3)  

<table>
<thead>
<tr>
<th>6</th>
<th><strong>Globalization, Convergence, and the Powerless State: Myth or Inevitability?</strong></th>
</tr>
</thead>
</table>
| 7 | Part III. “Classic” IPE | REQUIRED:  
|---|---|---
| | The Economics of Trade, Money & Finance: A Review | Oatley, International Political Economy, Chapters 2-3, 10-11.  
| 8 | Money and Finance: IMF, World Bank, Financial Crises, Currency Contagions | REQUIRED:  
| | | Oatley, International Political Economy, Chapters 12-15  
| 9 | Trade: WTO, Regional Economic Integration, Domestic Debates -- Free Trade vs. Protectionism | REQUIRED:  
| | | Oatley, International Political Economy, Chapters 4&5  
| 10 | Production I Multinational Corporations, Industrial Policy and Corporate Governance | **REQUIRED:**  

**RECOMMENDED:**  

| 11 | Production II Foreign Direct Investment, LDC Development and Industrialization | **REQUIRED:**  

**RECOMMENDED:**  

| 12 | Part IV. Rethinking IPE: Alternative Perspectives and Approaches. Ideas, Beliefs and Identity in IPE: The Spread of Keynesianism, Neoliberalism, ‘Europeanism’ and | **REQUIRED:**  
| 13 | State Capitalism | **Economic Ideas: Keynesianism Across Nations.** Princeton: Princeton University Press. (Chapters 1 and 3).  

| 13 | Is Another World Possible? Civil Society and Counter-Discourses in the Globalization Debate | **REQUIRED:**  

**RECOMMENDED:**  

| 14 | Review and Group Presentations |  |

**Use of Blackboard, Blogs and Other Support Materials**

The instructor(s) will use a Blackboard course website to disseminate course-related materials including podcasts and TED talks and to host online discussions. Students will be expected to participate by posting regularly to threads on various topics in International Political Economy.
CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

COURSE NUMBER: TBD                      DATE: 2/12/2015

COURSE TITLE: International Regulatory Policy

CLASS HOURS PER WEEK: 3.0               CREDITS: 3.0

LEARNING GOALS OF COURSE:
• Distinguish between different types, settings, and processes of international regulation
• Understand roles that governments play in regulatory policy formulation and cooperation at the subnational, national, and international level
• Analyze how different actors and stakeholders are affected and influence regulatory policy
• Apply theoretical approaches to case studies and “real world” regulatory challenges
• Develop strategies to represent, negotiate, and coordinate with different actors and stakeholders to achieve outcomes

PREREQUISITE(S): International Economics/PAF9130.

OTHER SCHOOLS CONSULTED: Weissman faculty provided input

CROSS-LISTED IN ______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
The course will address competitive regulatory regimes, through which governments seek to attract human capital, taxpayers, industries and jobs; the policy areas which governments alter to compose those regimes, including tax, trade, property rights, social welfare and research policy; and how the areas which are subject to increasing international cooperation, intellectual property rights, accounting practices, movement of persons, and food safety, privilege the participation of different actors in formulating regulatory standards.

RATIONALE (What is the need for this course?):
This course will be an elective in the new Masters of International Affairs degree program at SPA. It will be one of four courses in the proposed Trade Policy and Global Economic Governance concentration. Students will be required to complete International Economics (or PAF9130) prior to taking this course.

THIS COURSE IS A **CORE COURSE FOR THE _MASTERS IN INTERNATIONAL AFFAIRS PROGRAM, TO BE OFFERED EVERY OTHER SEMESTER** (FREQUENCY) WITH A PROJECTED ENROLLMENT OF _20-30_. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS

3. GRADING CRITERIA

______________________________________________________________________________

APPROVED BY SPA CURRICULUM COMMITTEE:   DATE:
APPROVED BY SPA FACULTY                  DATE:
Course Title
International Regulatory Policy

Course Description
With the increased movement of goods and services across borders and prominence of multinational corporations associated with globalization, governments are pressured both to offer a welcoming domestic regulatory environment and to harmonize regulations which otherwise would prevent gains from cross-border economic activity. The course will address competitive regulatory regimes, through which governments seek to attract human capital, taxpayers, industries and jobs; the policy areas which governments alter to compose those regimes, including tax, trade, property rights, social welfare and research policy; and how the areas which are subject to increasing international cooperation, intellectual property rights, accounting practices, movement of persons, and food safety, privilege the participation of different actors in formulating regulatory standards. Students will learn to analyze the consequences of competitive regulation on labor, environmental and safety standards. They will also study how—through intergovernmental organizations, private-public agencies and bilateral regulatory cooperation—governments manage the input of technocratic expertise and stakeholders to conclude agreements which allow them to participate in the global economy. The learning objective of this course is to give students the ability to identify policy-specific regulatory changes that are a result of trade liberalization and ways that competitive regulatory regimes are likely to empower different stakeholders.

Course Learning Goals
Upon completion of this course, students will be able to:
• Distinguish between different types, settings, and processes of international regulation
• Understand the roles that governments play in regulatory policy formulation and cooperation at the subnational, national, and international level
• Analyze how different actors and stakeholders are affected and influence regulatory policy
• Apply theoretical approaches to case studies and “real world” regulatory challenges
• Develop strategies to represent, negotiate, and coordinate with different actors and stakeholders to achieve outcomes

Texts
Required:
• Hoe Lim, Aik and Bart De Meester (Eds.). WTO Domestic Regulation and Services Trade: Putting Principles into Practice. Cambridge University Press, 2014.

Assessment
<table>
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<th>Reflection papers</th>
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<tr>
<td>Midterm</td>
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<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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</table>
Students will be assessed based on their performance on course assignments and class participation. Final course grades will be based on students’ weighted average score calculated from their performances on homework and in-class assignments, exams, and contributions to class discussion. Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch faculty handbook).

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td><em>Part I: Introduction to Approaches to International Regulation.</em> The Demand for International Regulation</td>
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<td>2</td>
<td><em>Part I: Theoretical Approaches to Regulation</em></td>
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<td>3</td>
<td><em>Part I: Local as Global: The importance of sub-national regulation in international regulatory cooperation</em></td>
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<tr>
<td>4</td>
<td><em>Part I: International Regulatory Regimes: How are international regulatory relations managed?</em></td>
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<tr>
<td>5</td>
<td><em>Part II: Domestic Regulation and Implementation Implications for International Harmonization.</em> National Governments and International Regulatory Regimes: Satisfying domestic stakeholders and implementation; Case study: EU-US Regulatory Cooperation</td>
</tr>
<tr>
<td>6</td>
<td><em>Part II: Domestic Regulation and International Trade in Services</em></td>
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<tr>
<td>7</td>
<td><em>Part II: National Regulatory Approaches and Traditions</em></td>
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<tr>
<td>8</td>
<td><em>Part II: International Regulatory Cooperation: Technocracy, Democracy and Accountability</em></td>
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<td>9</td>
<td><em>Part III: Case Studies in International Regulatory Cooperation.</em> Case Study: Financial Regulation</td>
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<tr>
<td>10</td>
<td><em>Part III: Case Study: Food Standards</em></td>
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<td>11</td>
<td><em>Part III: Case Study: Competition law</em></td>
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<td>12</td>
<td><em>Part III: Case Study: Intellectual Property</em></td>
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<td>13</td>
<td><em>Part III: Case Study: Accounting Services and Rival Standards</em></td>
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<td>14</td>
<td><em>Part III: Case Study: Transboundary Water Management</em></td>
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### Session by Session Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td></td>
<td><strong>3</strong> Local as Global: The importance of sub-national regulation in international regulatory cooperation</td>
<td>“The Locational and Institutional Embeddedness of the Global Economy” Saskia Sassen in Bermann et al. 2001: 47-98.</td>
</tr>
</tbody>
</table>
| 6 | Domestic Regulation and International Trade in Services | “Domestic regulation: what are the costs and benefits for international trade in services?” Hildegunn Kyvik Nordas in Hoe Lim and De Meester 2014: 47-62.  
Speaker profile: Compliance officer from a large financial institution responsible for implementing national and international regulatory reforms. |
| 9 | Case Study: Food Standards | “Rival Standards and Genetically Modified Organisms” in Drezner 2007: 149-175.  
<table>
<thead>
<tr>
<th>Case Study</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>10</strong></td>
<td><strong>Case Study: Competition Law</strong></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td><strong>Case Study: Intellectual Property</strong></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>Case Study: Accounting Services and Rival Standards</strong></td>
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<tr>
<td></td>
<td>Speaker profile: Representative from the Financial Accounting Standards Board (FASB), the SEC-designated private regulatory body which develops generally accepted accounting principles (GAAP) in the US.</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td><strong>Case Study: Transboundary Water Management</strong></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>International Regulatory Cooperation: Technocracy, Democracy and</strong></td>
</tr>
</tbody>
</table>
CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

COURSE NUMBER: TBD  DATE: 3/10/2015

COURSE TITLE: Trade Policy

CLASS HOURS PER WEEK: 3.0  CREDITS: 3.0

LEARNING GOALS OF COURSE:
• Compare protectionist, mercantilist, economic nationalist and liberalist trade policies
• Distinguish between key actors and stakeholders in trade policy formulation at the subnational, national, and international level
• Understand the role and history of trade agreements and policy instruments
• Identify and analyze challenges in the design, implementation and enforcement of trade policies and trade agreements
• Apply theoretical approaches to solve case studies and “real world” challenges
• Develop strategies to represent, negotiate, and coordinate with different actors and stakeholders in trade agreements to achieve outcomes

PREREQUISITE(S): International Economics (or PAF9130/ECO9704).

OTHER SCHOOLS CONSULTED: Weissman faculty provided input

CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
This course focuses on the processes by which domestic and international actors shape trade policy. Protectionist, mercantilist, economic nationalist and liberalist policies are addressed in the context of the international economy. Students will study trade law and the obligations and privileges established by treaty relationships. The role of the World Trade Organization and the significance of regional trade agreements will be discussed.

RATIONALE (What is the need for this course?):
This course will be an elective in the new Masters of International Affairs degree program at SPA. It will be one of four courses in the proposed Trade Policy and Global Economic Governance concentration. Students will be required to complete International Economics (or PAF9130/ECO9704) prior to taking this course.

THIS COURSE IS AN ELECTIVE COURSE FOR THE _MASTERS IN INTERNATIONAL AFFAIRS PROGRAM, TO BE OFFERED EVERY OTHER SEMESTER (FREQUENCY) WITH A PROJECTED ENROLLMENT OF __20-30___________. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS

3. GRADING CRITERIA

<table>
<thead>
<tr>
<th>APPROVED BY SPA CURRICULUM COMMITTEE:</th>
<th>DATE:</th>
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<tbody>
<tr>
<td>APPROVED BY SPA FACULTY</td>
<td>DATE:</td>
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</tbody>
</table>
Course Title
Trade Policy

Course Description
This course focuses on the processes by which domestic and international actors shape and are impacted by trade policy and the roles of domestic and international stakeholders in policy formulation. As the scope of multilateral trade agreements broadens beyond liberalizing trade in goods by lowering tariff barriers, more actors have mobilized to participate in the formulation of trade policy. The salient stakeholders discussed in this course include labor groups, regional and local governments, industry associations, environmental groups and consumers. Students will analyze the domestic and international impacts of national trade policy instruments. Protectionist, mercantilist, economic nationalist and liberalist policies are addressed in the context of the dynamics of the international economy. Students will study trade law and the obligations and privileges established by treaty relationships; as the prominent global governance organization in the multilateral trade system, the World Trade Organization (WTO) will be highlighted but the significance of regional trade agreements will also be addressed. Students will be able to identify the distributional consequences of trade agreements for domestic actors and the imperatives to involve civil society organizations in trade policy.

Learning Goals
Upon completion of this course, students will be able to:

• Compare protectionist, mercantilist, economic nationalist and liberalist trade policies
• Distinguish between key actors and stakeholders in trade policy formulation at the subnational, national, and international level
• Understand the role and history of trade agreements and policy instruments
• Identify and analyze challenges in the design, implementation and enforcement of trade policies and trade agreements
• Apply theoretical approaches to solve case studies and “real world” challenges
• Develop strategies to represent, negotiate, and coordinate with different actors and stakeholders in trade agreements to achieve outcomes

Texts
Required:

Assessment
First exam 25%
Second exam 25%
Participation 10%
Final Paper 40%
Students will be assessed based on their performance on course assignments and class participation. Final course grades will be based on students’ weighted average score calculated from their performances on homework and in-class assignments, exams, and contributions to class discussion. Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch faculty handbook).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td><em>Part I: National Approaches to Trade Policy.</em> Impetus for international trade and the impact on the national economy: negative externalities, balance of trade, economic development</td>
</tr>
<tr>
<td>2</td>
<td>Part I: Major paradigms of national trade policy: mercantilism, protectionism, liberalism</td>
</tr>
<tr>
<td>3</td>
<td>Part I: The role of subnational and regional actors: regional trade associations, business associations, state representatives, interest group theory</td>
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<tr>
<td>4</td>
<td>Part I: Introduction to trade policy instruments and strategic choice: tariffs, quotas, subsidies, safeguards, anti-dumping measures</td>
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<tr>
<td>5</td>
<td><em>Part II: Multilateral, Bilateral and Regional Trade Agreements and Institutions.</em> Bretton Woods institutions: embedded liberalism, contribution of trade liberalization to development</td>
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<tr>
<td>6</td>
<td><em>Part II: World Trade Organization.</em> secretariat, negotiation rounds, dispute settlement mechanism</td>
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<tr>
<td>7</td>
<td><em>Part II: Strategic forum shopping.</em> bilateral, regional, and multilateral trade negotiations and agreements</td>
</tr>
<tr>
<td>8</td>
<td><em>Part II: Participants and contention.</em> states, transnational civil society organizations, industry associations, and epistemic communities</td>
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<tr>
<td>9</td>
<td><em>Part III: Current Topics of Trade Agreements.</em> The relationship of development and trade</td>
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<tr>
<td>10</td>
<td><em>Part III: Trade in goods and trade in services.</em></td>
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<tr>
<td>11</td>
<td><em>Part III: Traditional tariff barriers to trade, non-tariff barriers to trade.</em></td>
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<tr>
<td>12</td>
<td><em>Part III: Intellectual property rights.</em></td>
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<tr>
<td>14</td>
<td><em>Part III: Regulatory standards and harmonization councils.</em></td>
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</table>

**Session by Session Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Page</td>
<td>Topic</td>
<td>References</td>
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</tbody>
</table>
Speaker profile: Regional trade and investment representative or commissioner. Example: Marc Struyvelt, Economic and Trade Commissioner at Flanders Investment and Trade, New York |
“Why Do Countries Seek Regional Trade Agreements?” John Whalley in Frankel, Jeffrey A., ed. The Regionalization of the World Economy, 1 |
“Why Do Countries Seek Regional Trade Agreements?” John Whalley in Frankel, Jeffrey A., ed. The Regionalization of the World Economy, 1 |
“Why Do Countries Seek Regional Trade Agreements?” John Whalley in Frankel, Jeffrey A., ed. The Regionalization of the World Economy, 1 |
“Why Do Countries Seek Regional Trade Agreements?” John Whalley in Frankel, Jeffrey A., ed. The Regionalization of the World Economy, 1 |
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<td>8</td>
<td>Participants and contention: states,</td>
<td>Participants and contention: states, transnational civil society</td>
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<td>transnational civil society</td>
<td>organizations, industry associations, and epistemic communities</td>
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<td>Speaker: NGO representative who advocates for civil society</td>
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<td>perspectives in trade agreements. Example: Representative from</td>
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<td>Consumers Union, New York</td>
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<td>The relationship of development and</td>
<td>The relationship of development and trade</td>
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<td></td>
<td>trade</td>
<td>“Trade Can Be Good for Development”</td>
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<td>“Priorities for a Development Round”</td>
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<td>“Trade Liberalization and the Costs of Adjustment” in Stiglitz,</td>
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<td>Joseph E., and Andrew Charlton. *Fair Trade for All: how trade</td>
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<td>Trade in goods and trade in services</td>
<td>Trade in goods and trade in services</td>
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<td>“New Directions in Trade Services Liberalization: An Overview”</td>
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<td>Directions in Services Trade Liberalization.* Brooking Institution</td>
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<td>Traditional tariff barriers to trade,</td>
<td>Traditional tariff barriers to trade, non-tariff barriers to</td>
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<td>non-tariff barriers to trade</td>
<td>trade</td>
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<td>Malouche, Mariem, José-Daniel Reyes, and Amir Foud. “Making</td>
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<td>Trade Policy More Transparent: A New Database of Non-Tariff</td>
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<td>Barriers: Evolution of Multilateral Instruments and Evidence</td>
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<td>from the Disputes (1948–2011).” <em>World Trade Review</em> 11.3</td>
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<tr>
<td>12</td>
<td>Intellectual property rights</td>
<td>Intellectual property rights</td>
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<tr>
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<td>Drahos, Peter. “Global Property Rights in Information: The Story</td>
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<td>“On institutions and property” and ‘Sites of resistance:</td>
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<td>patenting nature, technology and skills?’ in May, Christopher. *</td>
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<td>The Global Political Economy of Intellectual Property Rights:</td>
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<td>Investor-State Dispute Settlement Mechanisms</td>
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<td>dispute settlement paradigm.” <em>Journal of International Economic</em></td>
</tr>
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<td>14</td>
<td>Regulatory standards and</td>
<td>Regulatory standards and harmonization councils</td>
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<td>harmonization councils</td>
<td>Alemanno, Alberto. The Transatlantic Trade and Investment</td>
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<td></td>
<td>Partnership (TTIP) and Parliamentary Regulatory Cooperation.</td>
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<td></td>
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<td>European Parliament</td>
</tr>
</tbody>
</table>

**Notes:**


CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

(Please return this form to Della Saju in the Office of Academic Programs, with a copy of the proposed syllabus attached.)

COURSE NUMBER:       DATE: March 1, 2015

COURSE TITLE: Western Hemisphere Affairs

CLASS HOURS PER WEEK:    CREDITS:  3

LEARNING GOALS OF COURSE:

After completing this course, students will be able to:

- Analyze the key political, economic and social historical experiences of the Western Hemisphere region, from the colonial era through the post-9.11 era, evaluating their causes and consequences, and classifying events as “critical junctures.”
- Assess the validity of path dependency-based arguments as explanations for patterns of interaction within the Western Hemisphere, from the point of view of the actors involved, and from a more distanced analytical view.
- Engage in creative comparative analysis across issue areas to hypothesize patterns that recur in bilateral, multilateral, and regional interactions in the Western Hemisphere.
- Focus inquiry on two countries or one sub-region in the hemisphere as a means to further sharpen analysis and deepen mastery of the region’s dynamics.
- Identify and evaluate policy areas where innovative solutions could be designed and harnessed to achieve more optimal outcomes.
- Design, research, and present an original, multidimensional policy memo for a roundtable simulation; develop criteria for the effective critique of other students’ memos as part of the assessment.

PREREQUISITE(S):  None

OTHER SCHOOLS CONSULTED: WSAS

CROSS-LISTED IN ________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.):

BULLETIN DESCRIPTION (approximately 50 words):
This course will examine the contemporary policy agenda for political, economic, and social relations among countries in the Western Hemisphere. Among the contemporary cases under study will be: trade and regional economic integration; foreign investment and finance; energy; the environment; security and regional diplomacy; transnational migration; drug trafficking; and democratization and human rights.

RATIONALE (What is the need for this course?):
This course is the required course for the Western Hemisphere concentration within the proposed Masters of International Affairs (MIA) degree. It is designed to introduce students to the political, economic and social dynamics in the region, specifically the historical and identity-based obstacles to cooperation and how they manifest themselves across multiple and overlapping policy agendas.

THIS COURSE IS A CORE OR ELECTIVE (CHOOSE ONE) FOR THE MIA PROGRAM, TO BE OFFERED once per year (FREQUENCY) WITH A PROJECTED ENROLLMENT OF 30. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE:   DATE:
APPROVED BY SPA FACULTY     DATE:
Course Title: Western Hemisphere Affairs: Past, Present and Future
(MIA – Western Hemisphere Affairs Track; Required Course)

Course Description:
This course will examine the contemporary policy agenda for political, economic, and social relations among countries in the Western Hemisphere. The course takes as its starting point a “path dependence” perspective, informed by theoretical work in historical institutionalism, which posits the causal role of past events, patterns, and choices on the range of policy options at later times. Among the contemporary cases under study will be: trade and regional economic integration; foreign investment and finance; energy; the environment; security and regional diplomacy; transnational migration; drug trafficking; and democratization and human rights. The course culminates in a policy memo roundtable simulation, in which students’ original research is presented.

Course Learning Goals
Upon completion of this course, students should be able to:

• Analyze the key political, economic and social historical experiences of the Western Hemisphere region, from the colonial era through the post-9.11 era, evaluating their causes and consequences, and classifying events as “critical junctures.”
• Assess the validity of path dependency-based arguments as explanations for patterns of interaction within the Western Hemisphere, from the point of view of the actors involved, and from a more distanced analytical view.
• Engage in creative comparative analysis across issue areas to hypothesize patterns that recur in bilateral, multilateral, and regional interactions in the Western Hemisphere.
• Focus inquiry on two countries or one subregion in the hemisphere as a means to further sharpen analysis and deepen mastery of the region’s dynamics.
• Identify and evaluate policy areas where innovative solutions could be designed and harnessed to achieve more optimal outcomes.
• Design, research, and present an original, multidimensional policy memo for a roundtable simulation; develop criteria for the effective critique of other students’ memos as part of the assessment.

Texts:
Required:

Student Assessment:
The final grade will be assessed as follows:

- **Discussion Leading (20%) and Class Participation (10%)**: Discussion Questions will be distributed the week before; students will be required to prepare responses, and they will sign up to serve as Discussion Leaders (leading off with their responses) three times per semester.

- **Discussion Essay (25%)**: As a midsemester assessment, students will be required to submit an extended essay answering one of the Discussion Questions. This essay will require reference to assigned texts as well as outside research.

- **Policy Memo (40%) and Roundtable (5%)**: The final paper for this class is an indepth Policy Memo, based upon research and analysis, proposing an innovative solution to a problem that is either subregional or regional in nature. The assignment will have a number of stages: a proposal including outline and annotated working bibliography, a late-stage draft that is discussed with the professor, and a final draft that is presented as part of the Roundtable session.

Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch Faculty Handbook).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Locating ‘Western Hemisphere Affairs’ in Theory: Path Dependency and Identity Shape the Region’s Policy Agenda</td>
<td></td>
</tr>
<tr>
<td>2&amp;3</td>
<td>A Brief History of Asymmetry in the Western Hemisphere From Colonialism to the Cold War</td>
<td></td>
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<tr>
<td>4&amp;5</td>
<td>The Western Hemisphere After the Cold War: From the Washington Consensus to the War on Terror</td>
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<tr>
<td>6</td>
<td>The Trade and Regional Integration Agenda: NAFTA, Mercosur, ALBA, APEC, TPP</td>
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<tr>
<td>7</td>
<td>The Foreign Investment and Finance Agenda: From the Washington to the Beijing Consensus?</td>
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<td>8</td>
<td>The Energy Agenda: Nationalization and Cross-Border Dynamics</td>
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<td>9</td>
<td>The Environmental Agenda: Cross-Border and Global Considerations</td>
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<td>10</td>
<td>The Security and Regional Diplomatic Agenda: UNASUR vs OAS</td>
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<td>11</td>
<td>The Transnational Migration Agenda: Push and Pull Factors</td>
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<td>12</td>
<td>The Drug Trafficking Agenda: What’s New, What’s Not, and What Can be Done?</td>
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<tr>
<td>13</td>
<td>The Democratization and Human Rights Agenda: Debating Definitions and Dimensions</td>
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<tr>
<td>14</td>
<td>Roundtable Session</td>
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</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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</table>
| 1    | Introduction: Locating ‘Western Hemisphere Affairs’ in Theory: Path Dependency and Identity Shape the Region’s Policy Agenda | **REQUIRED**  
| 2 & 3 | A Brief History of Asymmetry in the Western Hemisphere: From Colonialism to the Cold War | **REQUIRED**  
**RECOMMENDED**  
| 4 & 5 | The Western Hemisphere After the Cold War: | **REQUIRED**  
<table>
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<th>From the Washington Consensus to the War on Terror</th>
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**RECOMMENDED**


<table>
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<tr>
<th>The Trade and Regional Integration Agenda: NAFTA, Mercosur, ALBA, APEC, TPP</th>
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<tr>
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<td>9</td>
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</table>
| Considerations | Handbook of Latin America in the World, Chapter 26 on Global Environmental Governance.  
|---|---|
- Domínguez and Covarrubias, Routledge Handbook of Latin America in the World, Chapters 20 (on UNASUR), 21 (on the OAS) and 28 (on regional security issues).  
<table>
<thead>
<tr>
<th></th>
<th>The Transnational Migration Agenda: Push and Pull Factors</th>
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<tr>
<td></td>
<td>• Smith, <em>Talons of the Eagle</em>, Chapter 13</td>
<td></td>
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<td></td>
<td>RECOMMENDED</td>
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<thead>
<tr>
<th></th>
<th>The Drug Trafficking Agenda: What’s New, What’s Not, and What Can be Done?</th>
<th>REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RECOMMENDED</td>
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</tbody>
</table>
• Domínguez and Covarrubias (eds.) *Routledge Handbook of Latin America in the World*, Chapters 22 (on the IACHR) and 23 (on human rights).  
| 14 | **ROUNDTABLE SESSION** | • Abstracts of student research projects |
CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

(Please return this form to Della Saju in the Office of Academic Programs, with a copy of the proposed syllabus attached.)

COURSE NUMBER:       DATE: April 7, 2015
COURSE TITLE:  Security in the Western Hemisphere:  A Multidimensional Approach
CLASS HOURS PER WEEK:    CREDITS:  3

LEARNING GOALS OF COURSE:
After completing this course, students should be able to:
• Analyze the contemporary multidimensional security agenda in the Western Hemisphere, with a specific eye towards recognizing the interaction between political, economic, and social issues, as well as the role of non-state actors.
• Assess the convergences and contradictions in definitions of “security” held by key state and non-state actors in the Western Hemisphere, starting in the 19th century, through the Cold War and after 9/11.
• Engage in creative comparative analysis across issue areas to hypothesize patterns that recur in bilateral, multilateral, and regional security interactions in the Western Hemisphere.
• Integrate new information with knowledge and analysis of two focus countries or one focus sub-region in the hemisphere, further sharpening analysis of the region’s security dynamics.
• Identify and evaluate policy areas in the security realm where innovative solutions could be designed and harnessed to achieve more optimal outcomes.
• Design, research, and present (in a Conference panel simulation) an original, multidimensional research paper suitable for publication in a policy-oriented journal or working paper series, and formulate a rubric for critique of all presented papers.

PREREQUISITE(S):  None

OTHER SCHOOLS CONSULTED: WSAS
CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.):

BULLETIN DESCRIPTION (approximately 50 words):
This elective course examines the multidimensional security agenda in the Western Hemisphere, which encompasses traditional and non-traditional threats. Specifically, it takes an historical approach, analyzing at how “security” has been defined over time by primary state and non-state actors in the hemisphere. The course will also examine the region’s diverse multilateral forums for security cooperation, as well as “non-traditional” security issues, such as human trafficking, drug trafficking, and citizen security.

RATIONALE (What is the need for this course?):
This course is an elective in the Western Hemisphere concentration within the proposed Masters of International Affairs (MIA) degree. It is designed to deepen student mastery of an essential dimension of Western Hemisphere Affairs, and requires students to develop a more sophisticated understanding of how policy is formulated and politically received in the region.

THIS COURSE IS A CORE OR ELECTIVE (CHOOSE ONE) FOR THE MIA PROGRAM, TO BE OFFERED once per year (FREQUENCY) WITH A PROJECTED ENROLLMENT OF 30. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE:       DATE:
APPROVED BY SPA FACULTY       DATE:
Course Title

Security in the Western Hemisphere: A Multidimensional Approach
MIA Western Hemisphere Affairs Elective Course

Course Description:
This elective course examines the multidimensional security agenda in the Western Hemisphere, which encompasses traditional and non-traditional threats. Specifically, it takes an historical approach, analyzing at how “security” has been defined over time by primary state and non-state actors in the hemisphere. The course will also examine “non-traditional” security issues, such as human trafficking, drug trafficking, and their intersection in the trans-nationalization of gang violence and government corruption, as well as citizen security and the polarizing role played by Cuba and Venezuela.

Course Learning Goals
Upon completing this course, students should be able to:

• Analyze the contemporary multidimensional security agenda in the Western Hemisphere, with a specific eye towards recognizing the interaction between political, economic, and social issues, as well as the role of non-state actors.
• Assess the convergences and contradictions in definitions of “security” held by key state and non-state actors in the Western Hemisphere, starting in the 19th century, through the Cold War and the post-9/11 period.
• Engage in creative comparative analysis across issue areas to hypothesize patterns that recur in bilateral, multilateral, and regional security interactions in the Western Hemisphere.
• Integrate new information with knowledge and analysis of two focus countries or one focus sub-region in the hemisphere, as a means to further sharpen analysis and deepen mastery of the region’s security dynamics.
• Identify and evaluate policy areas in the security realm where innovative solutions could be designed and harnessed to achieve more optimal outcomes.
• Design, research, and present (in a Conference poster simulation) an original, multidimensional research paper suitable for publication in a policy-oriented journal or working paper series, and evaluate other posters via a rubric.

Texts:
Required:


CURRICULUM FORM B
PROPOSED NEW GRADUATE COURSE
SCHOOL OF PUBLIC AFFAIRS

(Please return this form to Della Saju in the Office of Academic Programs, with a copy of the proposed syllabus attached.)

COURSE NUMBER: DATE: 4-13-15
COURSE TITLE: Diasporas, Migration, and Transnational Life in the Western Hemisphere and Beyond
CLASS HOURS PER WEEK: 3 CREDITS: 3

LEARNING GOALS OF COURSE:
Upon completion of this course, students will be able to:

- Understand the full importance of migration, diaspora and resulting transnational life between the US and Latin America
- Analyze macro, institutional and micro level studies on these issues
- Assess the role of organizational and institutional regulations in shaping public life and the importance of civil society actors in the US and in Latin America.
- Critically discuss and analyze key themes related to these issue areas, including remittances, hometown associations, diasporic bureaucracies, historical Diasporas, migrant economies, development and politics.
- Link these studies to dimensions of his or her own biography or the biography of someone in his or her family.
- Write a convincing, well-argued and well-supported position or term paper.

PREREQUISITE(S): none.

OTHER SCHOOLS CONSULTED:

CROSS-LISTED IN _______________________________ DEPARTMENT (If applicable)

SPECIAL RESOURCE REQUIREMENTS (equipment, fees, etc.): none

BULLETIN DESCRIPTION (approximately 50 words):
This course will examine migration, diaspora and transnational life in the western hemisphere, with comparative reference to other cases. It will examine the macro-level, institutional and local level processes at work in migration, diaspora formation and cultivation, and transnational life, including political, family, and institutional life. This course will examine migration, diaspora and transnational life in the western hemisphere, with comparative reference to other cases.
RATIONALE (What is the need for this course?):
Migration, diaspora and transnational life are central elements in the lives of millions of people living in the western hemisphere, and link Latin America and the US in increasingly intimate and consequential ways.

THIS COURSE IS A **CORE** OR **ELECTIVE** (CHOOSE ONE) FOR THE ___________ Elective ___________ PROGRAM, TO BE OFFERED ______ every year ______ (FREQUENCY) WITH A PROJECTED ENROLLMENT OF ______ 20 ___. (INCLUDE FORM F- PROPOSED CHANGE IN PROGRAM IF COURSE CHANGES A TRACK OR DEGREE.)

PLEASE ATTACH A SAMPLE SYLLABUS WHICH INCLUDES:
1. A COURSE OUTLINE WITH LEARNING GOALS
2. NAME OF REQUIRED TEXT(S) AND READINGS
3. GRADING CRITERIA

APPROVED BY SPA CURRICULUM COMMITTEE: DATE:
APPROVED BY SPA FACULTY DATE:
Student Assessment:
*The final grade will be assessed as follows:*

- **Discussion Leading (20%) and Class Participation (10%):** Discussion Questions will be distributed the week before; students will be required to prepare responses, and they will sign up to serve as Discussion Leaders (leading off with their responses) for one question every session.

- **Discussion Essay (25%):** As a midsemester assessment, students will be required to submit an extended essay answering one of the Discussion Questions. This essay will require reference to assigned texts as well as outside research.

- **Research Paper (40%) and Mock Conference Poster Presentation (5%):** Students will formulate, research, write and present a paper in the style of policy-oriented journals and working paper series. This paper will center on a conflict in the security agenda in the Western Hemisphere, and will investigate its history, and propose an innovative solution. The assignment will have a number of stages: a proposal including outline and annotated working bibliography, a late-stage draft that is discussed with the professor, and a final draft that is presented in a poster session designed to simulate a conference setting.

Overall letter grades will be determined in accordance with the standards for graduate instruction at Baruch College (see “grades” section of the Baruch Faculty Handbook).

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Security in the Western Hemisphere: Whose Security? Identifying Key State and Non-State Actors</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Hegemony and Security in America’s Backyard: From Independence to WWII</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Security in the Western Hemisphere During the Cold War: The Primacy of Containment and Anti-Communism</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Security in the Western Hemisphere After the Cold War: From the “End of History” to the War on Terror</td>
</tr>
<tr>
<td>9</td>
<td>Multilateral Security Cooperation: ALBA and UNASUR vs OAS</td>
</tr>
<tr>
<td>11</td>
<td>Borders, Part Two: Drug Trafficking: Non-State Threats and State Complicity</td>
</tr>
<tr>
<td>12</td>
<td>Citizen Security: Governance Deficits as Security Threats</td>
</tr>
<tr>
<td>13</td>
<td>Trading Places? Cuba and Venezuela as Polarizing Forces</td>
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<tr>
<td>14</td>
<td>MOCK CONFERENCE POSTER SESSION</td>
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## Readings

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1 &amp; 2</td>
<td>Security in the Western Hemisphere: Whose Security? Identifying Key State and Non-State Actors</td>
<td>REQUIRED</td>
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</table>
• Tavares, Rodrigo. 2014. *Security in South America: The Role of States and Regional Organizations.* Boulder and London: Lynne Rienner Publishers. (Chapters 1-4)  
• McKenna, Peter, ed. 2012. *Canada Looks South: In Search of an Americas Policy.* (Chapters 1 & 2) |
<p>| 3 &amp; 4 | Hegemony and Security in America’s Backyard: From Independence to WWII | REQUIRED |
| 5 &amp; 6 | Security in the Western Hemisphere During the Cold | REQUIRED |</p>
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<thead>
<tr>
<th>War: The Primacy of Containment and Anti-Communism</th>
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<tbody>
<tr>
<td><strong>Joseph, Gilbert M. and Daniela Spenser eds. 2008.</strong> In from the Cold: Latin America’s New Encounter with the Cold War. Durham, N.C.: Duke University Press. (Chapters 1, 3 and 5)</td>
</tr>
<tr>
<td><strong>Clarkson, Stephen, ed. 1968.</strong> An Independent Foreign Policy for Canada? Toronto: McClelland &amp; Stewart. (Chapter 1).</td>
</tr>
<tr>
<td><strong>Dominguez and Covarrubias, Routledge Handbook.</strong> (Chapter 12 on Cuba)</td>
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<tr>
<td><strong>McKenna, Canada Looks South</strong> (Chapter 6).</td>
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<thead>
<tr>
<th>Security in the Western Hemisphere After the Cold War: From the “End of History” to the “War on Terror”</th>
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<tbody>
<tr>
<td><strong>REQUIRED</strong></td>
</tr>
<tr>
<td><strong>Hershberg, Eric and Kevin W. Moore, eds. 2002. Critical Views of September 11: Analyses from around the World.</strong> New York: New Press. (Chapters 3, 6, 10)</td>
</tr>
<tr>
<td><strong>McKenna, Canada Looks South</strong> (Chapters 4&amp;7)</td>
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<th>Multilateral Security Cooperation: ALBA and UNASUR vs OAS</th>
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<td><strong>REQUIRED</strong></td>
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<tr>
<td><strong>Tavares, Security in South America.</strong> (Chapters 10-15)</td>
</tr>
<tr>
<td><strong>Dominguez and Covarrubias, Routledge Handbook.</strong> (Chapters 20, 21 &amp; 28)</td>
</tr>
<tr>
<td><strong>McKenna, Canada Looks South</strong> (Chapter 11)</td>
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</table>
### Borders, Part One: The Security Dimension of Transnational Migration - Human Trafficking. Unaccompanied Minors


### Borders, Part Two: Drug Trafficking - Non-State Threats and State Complicity

**REQUIRED**


- Dominguez and Covarrubias, Routledge Handbook (Chapter 25)
- Tavares, Security in South America (Chapter 8).
- McKenna, Canada Looks South (Chapters 5, 8 and 10).
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<th>12</th>
<th>Citizen Security: Governance and Accountability Deficits as Security Threats</th>
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<td></td>
<td>• Tavares, Security in South America (Chapter 6)</td>
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<tr>
<td></td>
<td>• McKenna, Canada Looks South (Chapter 9)</td>
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<table>
<thead>
<tr>
<th>13</th>
<th>Trading Places? Cuba and Venezuela as Polarizing Forces</th>
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<tr>
<td></td>
<td>• Tavares, Security in South America (Chapter 9)</td>
</tr>
<tr>
<td></td>
<td>• Dominguez and Covarrubias, Routledge Handbook (Chapter 10)</td>
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<td></td>
<td>• White House, Office of the Press Secretary. 2014. Statement by the President on Cuba Policy Changes. (December 17). Available at: <a href="https://www.whitehouse.gov/the-press-office/2014/12/17/statement-president-cuba-policy-changes">https://www.whitehouse.gov/the-press-office/2014/12/17/statement-president-cuba-policy-changes</a></td>
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<td></td>
<td>REQUIRED</td>
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<tr>
<td></td>
<td>Abstracts of Student Research Projects</td>
</tr>
</tbody>
</table>

**Use of Blackboard, Blogs and Other Support Materials**

The instructor(s) will use a Blackboard course website to disseminate course-related materials including podcasts and TED talks and to host online discussions. Students will be expected to participate by posting regularly to threads on various topics in Western Hemisphere Security.
Table 1b: Graduate Program Schedule MIA International Nongovernmental Organizations Part Time Student

- Indicate academic calendar type: __X_Semester ___Quarter ___Trimester ___Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

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<thead>
<tr>
<th>Term: Fall I</th>
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<th>Credits</th>
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<th>Prerequisite(s)</th>
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<tr>
<td></td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
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<td>PAF 9170 Research Methods I</td>
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Term credit total: 6

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<tr>
<th>Term: SPRING II</th>
<th>Course Number &amp; Title</th>
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<td>PAF International Economics (core)</td>
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<td>PAF 9181 Comparative Public Policy and Administration</td>
<td>3</td>
<td>No</td>
<td>None</td>
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</tbody>
</table>

Term credit total: 6

<table>
<thead>
<tr>
<th>Term: FALL III</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF Global Communication (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9183 International Nonprofit Orgs</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

Term credit total: 6

<table>
<thead>
<tr>
<th>Term: SUMMER I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9140 Budgeting and Financial Analysis (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9180 Policy Analysis (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

Term credit total: 6

<table>
<thead>
<tr>
<th>Term: FALL II</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9172 Research Methods (core)</td>
<td>3</td>
<td>No</td>
<td>PAF 9170</td>
</tr>
<tr>
<td></td>
<td>PAF Global Economic Governance (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
</tbody>
</table>

Term credit total: 6

Program Totals: Credits: 42

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: PAF 9190 Capstone
Table 1b: Graduate Program Schedule MIA International Nongovernmental Organizations Track Full Time Student with Internship

- Indicate academic calendar type: _X_Semester ___Quarter ___Trimester ___Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9170 Research Methods I (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF Global Communication (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9181 Comparative Public Policy and Administration (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>Term credit total:</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring I</td>
<td>PAF International Economics (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF Global Governance (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9183 International Nonprofit Organizations (required)</td>
<td>3</td>
<td>No</td>
<td>None for those concentrating</td>
</tr>
<tr>
<td></td>
<td>PAF 9151 Administration of the Nonprofit Sector</td>
<td>3</td>
<td>No</td>
<td>None</td>
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<tr>
<td>Term credit total:</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer I</td>
<td>PAF 9120 Public and Nonprofit Management –Online</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>Term credit total:</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Program Totals:</td>
<td>Credits: 42/45*</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:
PAF 9190 Capstone and PAF 9195* For students with less than two years experience working with international agencies, governments, nonprofits, or in some cases, business an internship is required. May be taken in New York, Washington or overseas after discussion with adviser

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted courses
Table 1b: Graduate Program Schedule MIA Western Hemisphere Affairs Track Full Time Student

- Indicate academic calendar type: _X_Semester _ _Quarter _ _Trimester _ _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: FALL I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF International Economics (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9170 Research Methods I (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF Western Hemisphere Affairs (req.)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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<table>
<thead>
<tr>
<th>Term: SPRING I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9172 Research Methods II (core)</td>
<td>3</td>
<td>No</td>
<td>PAF 9170</td>
</tr>
<tr>
<td></td>
<td>PAF Global Communication (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Security in the Western Hemisphere</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9181 Comparative Public Policy and Administration (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
<td>12</td>
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<table>
<thead>
<tr>
<th>Term: SUMMER I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9180 Policy Analysis (core)</td>
<td>3</td>
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<td></td>
<td>Term credit total:</td>
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</tbody>
</table>

Program Totals: Credits: 42

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

- PAF 9190 Capstone

New: indicate if new course  Prerequisite(s): list prerequisite(s) for the noted courses
Table 1b: Graduate Program Schedule MIA Trade Policy Global Economic Governance Track  Full Time Student

- Indicate **academic calendar** type: _X_Semester  __Quarter  __Trimester  __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF Global Economic Governance (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9170 Research Methods I (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF International Economics (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>LAW 9740 International Trade and Investment Law</td>
<td>3</td>
<td>No</td>
<td>None</td>
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Term credit total: 12

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<th>Prerequisite(s)</th>
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</thead>
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<tr>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>3</td>
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<td>None</td>
</tr>
<tr>
<td>PAF 9180 Policy Analysis (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>PAF 9181 Comparative Public Policy and Administration (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td>PAF International Development (required)</td>
<td>3</td>
<td></td>
<td>International Economics</td>
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</table>

Term credit total: 12

<table>
<thead>
<tr>
<th>Term: Spring I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td></td>
<td>PAF Internati</td>
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<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9190 Capstone</td>
<td>3</td>
<td>No</td>
<td>Culmination of study</td>
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Term credit total: 9

<table>
<thead>
<tr>
<th>Term: Summer I</th>
<th>Course Number &amp; Title</th>
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<th>Prerequisite(s)</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 9172 Research Methods II (core)</td>
<td>3</td>
<td>No</td>
<td>PAF 9170</td>
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Term credit total: 6

<table>
<thead>
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<th>Program Totals:</th>
<th>Credits: 42</th>
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<tbody>
<tr>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: PAF 9190 Capstone</td>
<td></td>
</tr>
</tbody>
</table>

**New**: indicate if new course  **Prerequisite(s)**: list prerequisite(s) for the noted courses
Table 1b: Graduate Program Schedule MIA Trade Policy Global Economic Governance Part Time Student

- Indicate **academic calendar** type: _X_Semester ___Quarter ___Trimester ___Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: FALL I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9184 International Institutions and Global Economic Governance (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Research Methods I (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Term credit total:</strong> 6</td>
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<table>
<thead>
<tr>
<th>Term: WINTER I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9180 Policy Analysis (core) Online (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
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<tr>
<td></td>
<td>PAF 9140 Budgeting and Financial Analysis (core)--Online</td>
<td>3</td>
<td>No</td>
<td>None</td>
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<td><strong>Term credit total:</strong> 6</td>
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<table>
<thead>
<tr>
<th>Term: Spring I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF International Economics (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9181 Comparative Public Policy and Admin (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
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<td><strong>Term credit total:</strong> 6</td>
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<table>
<thead>
<tr>
<th>Term: Fall II</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9172 Research Methods II (core)</td>
<td>3</td>
<td>No</td>
<td>PAF 9170</td>
</tr>
<tr>
<td></td>
<td>PAF Global Economic Governance (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
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<td></td>
<td><strong>Term credit total:</strong> 6</td>
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<thead>
<tr>
<th>Program Totals:</th>
<th>Credits:</th>
<th>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PAF 9190 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Table 1b: Graduate Program Schedule  Special Concentration/Hemispheric Trade  Full Time Student THIS IS AN EXAMPLE OF A SPECIAL CONCENTRATION THAT A STUDENT MIGHT CRAFT IN CONCERT WITH A FACULTY ADVISER**

- Indicate **academic calendar** type: _X_Semester  _Quarterm  _Trimester  _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
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<table>
<thead>
<tr>
<th>Term: FALL I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9180 Policy Analysis (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9170 Research Methods I (core)</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF Western Hemisphere Affairs</td>
<td>3</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Term credit total:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: FALL II</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9190 Capstone</td>
<td>3</td>
<td>No</td>
<td>Culmination of course work</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: SPRING I</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF International Economics (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF 9172 Research Methods II (core)</td>
<td>3</td>
<td>No</td>
<td>PAF 9170</td>
</tr>
<tr>
<td></td>
<td>PAF Global Economic Governance (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PAF Global Communication (core)</td>
<td>3</td>
<td>Yes</td>
<td>None</td>
</tr>
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<td></td>
<td>Term credit total:</td>
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<thead>
<tr>
<th>Term: SPRING II</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAF 9190 Capstone</td>
<td>3</td>
<td>No</td>
<td>Culmination of course work</td>
</tr>
</tbody>
</table>

| Program Totals: | Credits: | 42 |

**Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:** 9190 Capstone

**New**: indicate if new course  
**Prerequisite(s)**: list prerequisite(s) for the noted courses
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla Anne Robbins, Clinical Professor and Program Director</td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>57%</td>
<td>- PhD Political Science UC, Berkeley&lt;br&gt;- MA Political Science UC, Berkeley</td>
<td>Adjunct Senior Fellow Council on Foreign Relations&lt;br&gt;Aspen Strategy Group&lt;br&gt;Deputy Editorial Page Editor <em>New York Times</em>, Chief Diplomatic Correspondent <em>Wall Street Journal</em>&lt;br&gt;Writes and comments on national security and diplomacy.</td>
</tr>
<tr>
<td>Cristina Balboa, Assistant Professor</td>
<td>PAF 9184 International Institutions and Global Governance (core)</td>
<td>57%</td>
<td>- PhD Environmental Policy Yale University&lt;br&gt;- MPhil Forestry and Environmental Studies Yale University&lt;br&gt;- MS Environmental Science and Policy Johns Hopkins University</td>
<td>Research focus on INGOs and global governance.&lt;br&gt;Co-author of recent report on New York City’s role as global leader hosting INGOs&lt;br&gt;Extensive experience working in environmental nonprofits in Washington, DC and Ecuador.</td>
</tr>
<tr>
<td>John Casey, Associate Professor</td>
<td>PAF 9181 Comparative Public Policy and Administration (core)</td>
<td>57%</td>
<td>- PhD Political Science, Universitat Autònoma de Barcelona&lt;br&gt;- MPA Public Administration Baruch College CUNY</td>
<td>Dozens of publications in the fields of nonprofit management, NGOs and INGOs&lt;br&gt;Former consultant to European Union on public sector development in Eastern Europe.</td>
</tr>
<tr>
<td>II-Hwan Chung, Assistant Professor</td>
<td>PAF 9140 Budgeting and Financial Analysis (core)</td>
<td>14%</td>
<td>- PhD Public Administration Syracuse University&lt;br&gt;- MPA Public Administration University of Georgia&lt;br&gt;- MPA Public Administration Seoul National University</td>
<td>Research on program evaluation, public budgeting and program management</td>
</tr>
<tr>
<td>Faculty Member Name and Title (include and identify Program Director)</td>
<td>Program Courses to be Taught</td>
<td>Percent Time to Program</td>
<td>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</td>
<td>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Anna D’Souza, Associate Professor | PAF Global Economic Governance (core)  
PAF International Development (T-GEG required) | 57% |  
• PhD Economics UCLA  
• MS Economics UCLA | Research on trade, food security, governance, conflict and instability  
Former economist, US Department of Agriculture and consultant to the World Bank. |
| Iris Geva-May, Visiting Professor | International Institutions and Global Governance (core)  
PAF 9180 Policy Analysis (core)  
PAF 9181 Comparative Public Policy and Administration (core)  
PAF 9190 Capstone | 43% |  
• PhD University of Manchester, United Kingdom  
• MA Policy and Program Planning University of Haifa | Extensive publications on comparative policy analysis.  
Founding Editor-in-Chief Journal of Comparative Policy Analysis and Founding President International Comparative Policy Analysis-Forum  
Former policy analyst and advisor to Israeli ministries |
| Stephanie Golob, Associate Professor  
Political Science WSAS | PAF Western Hemisphere Affairs (WHA required)  
PAF Security in the Western Hemisphere  
PAF 9184 International Institutions and Global Governance (core) | 29% |  
• PhD Government Harvard University  
• MA Government Harvard University | Research projects on regional integration in the NAFTA triad and globalization of “rule of law” ideas  
Visiting scholar Instituto Tecnológico Autónomo de México  
Visiting researcher Carleton University, Ottawa. |
| Allison Hahn, Assistant Professor  
Communication Studies WSAS | Global Communication (core) | 14% |  
• PhD Communication University of Pittsburgh  
• MA International Development University of Pittsburgh | Fulbright Fellow National University of Mongolia  
Research on communication and development issues |
| Karl Kronebusch, Associate Professor | PAF 9180 Policy Analysis (core) | 14% |  
• PhD Public Policy Harvard University  
• MPP Public Policy Harvard University  
• MSc Politics London School of Economics | Extensive research on health policy and the politics of health policy |
| Thomas Main. Associate Professor | PAF 9180 Policy Analysis (core) | 14% |  
• PhD Politics Princeton University  
• MPA Public Administration Harvard University | Published extensively on welfare and social policy  
Former senior program officer Smith Richardson Foundation |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Jerry Mitchell, Associate Dean of Academic Programs and Professor | PAF 9180 Policy Analysis (core) | 14% | • PhD Political Science, University of Kansas  
• PhD Quantitative Methods University of Michigan  
• MA Public Admin Texas A&M | Research focus on governance and management of public authorities |
| Joselyn Muhleisen, substitute instructor | PAF Global Economic Governance (core)  
PAF Trade Policy (T-GEG Required)  
PAF International Regulatory Policy | 57% | • ABD Political Science, CUNY Graduate Center  
• MPhil CUNY Graduate Center  
• MA College of Europe | Research focus on international organizations and regulatory regimes. Served as  
Served as assistant director, EU Studies Center, The Graduate Center CUNY |
| Ideen Riahi, Assistant Professor | PAF International Economics  
PAF International Development (T-GEG required)  
PAF International Political Economy | 29% | • PhD Economics, Simon Fraser University, Canada  
• MSc Economics, Sharif University of Technology, Iran | Research focus on economic development and political economy |
| Els DeGraauw, Assistant Professor  
Political Science WSAS and SPA | PAF 9184 Diaspora, Migration, and Transnational Life in the Western Hemisphere and Beyond  
PAF 9199 Selected Topics in Public Affairs  
PAF 9299 Selected Topics in Nonprofit Management | 29% | • PhD Political Science UC, Berkeley  
• MA Political Science UC, Berkeley  
• MA American Studies Radboud University, Netherlands | Research on immigration and civil society organizations  
Co-founded Section on Migration and Citizenship, APSA  
Member editorial board Journal of Ethnic and Migration Studies |
| Michael Seltzer, Distinguished Lecturer | PAF 9183 International Nonprofit Orgs (INGO required)  
PAF 9299 Selected Topics in Nonprofit Management | 29% | • BA International Relations and African Studies Syracuse University | Frmr Pres. Philanthropy New York  
Fmr Program officer Ford Found.  
Chaired master’s degree program Nonprofit Management Milano School |
<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert C. Smith, Professor</td>
<td>PAF Diaspora, Migration, and Transnational Life in the Western Hemisphere and Beyond  PAF 9199 Selected Topics in Public Affairs  PAF 9299 Selected Topics in Nonprofit Management</td>
<td>29%</td>
<td>• PhD Political Science Columbia University  • MA Political Science Columbia University</td>
<td>Expert in diaspora and migration; Russell Sage and Guggenheim fellowships. Chair MASA, nonprofit promoting educational achievement and civic engagement for New York’s Mexican community. Founded Baruch College-Mexican consulate Leadership Program</td>
</tr>
<tr>
<td>Martha Stark, Distinguished Lecturer</td>
<td>PAF 9140 Budgeting and Financial Analysis (core)</td>
<td>14%</td>
<td>• JD New York University</td>
<td>Served as Commissioner, NYC Department of Finance  White House Fellow  Expertise in budget and financial analysis, public nonprofit sector management, program evaluation</td>
</tr>
<tr>
<td>Don Waisanen, Assistant Professor</td>
<td>Global Communication (core)</td>
<td>14%</td>
<td>• PhD Communication University of Southern California  • MA Communication USC  • MA Communication Pepperdine</td>
<td>Research on communication, leadership, media analysis and political language  Former communications strategist domestic and transnational projects</td>
</tr>
<tr>
<td>Frank Heiland, Associate Professor</td>
<td>PAF International Economics (core)  PAF 9170 Research Methods I (core)</td>
<td>14%</td>
<td>• PhD Economics State University of New York at Stony Brook  • MA Economics SUNY Stony Brook</td>
<td>Research on labor, health and demographic economics and migration  Expertise in East-West German migration after fall of Berlin Wall</td>
</tr>
<tr>
<td>Sarah Bishop, Assistant Professor Communication Studies WSAS</td>
<td>Global Communication (core)</td>
<td>14%</td>
<td>• PhD Communication University of Pittsburgh  • MA New York University Steinhardt School</td>
<td>Research on intersections of nationalism, migration and media</td>
</tr>
<tr>
<td>Micheline Blum, Distinguished Lecturer</td>
<td>PAF 9172 Research Methods II (core)</td>
<td>14%</td>
<td>• MA Psychological Measurement, Evaluation and Statistics Columbia University Teachers College</td>
<td>Director, Baruch College Survey Research  Member AAPOR Standards Committee  NY1 pollster for 13 years</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree &amp; discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>Ph.D. in Public Policy, Public Administration, Political Science, Economics, Sociology, or a related discipline with primary research and teaching interests in International Economic Policy</td>
<td>F/T</td>
<td>100%</td>
<td>Int’l Institutions and Global Governance; Global Economic Governance; 910D Trade Policy; 910E Int’l Political Economy</td>
<td>August 2017</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>Ph.D. in Public Policy, Public Administration, Political Science, Economics, Sociology, or a related discipline with primary research and teaching interests in Western Hemispheric Affairs</td>
<td>F/T</td>
<td>100%</td>
<td>Int’l Institutions and Global Governance; 910E Int’l Political Economy; 910A, Western Hemispheric Affairs</td>
<td>August 2017</td>
</tr>
<tr>
<td>Full Professor</td>
<td>1</td>
<td>Ph.D. in Public Policy, Public Administration, Political Science, Economics, Sociology, or a related discipline with a distinguished publication record and primary research and teaching interests in Development and INGOs.</td>
<td>F/T</td>
<td>100%</td>
<td>9183 Int’l Nonprofit Organizations; 910F International Development; 9182 Development Administration</td>
<td>August 2017</td>
</tr>
</tbody>
</table>
### Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Year²</td>
<td>Academic Year³</td>
<td>Academic Year³</td>
<td>Academic Year³</td>
<td>Academic Year³</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>$419,679.74</td>
<td>$419,679.14</td>
<td>$605,719.49</td>
<td>$605,719.49</td>
<td>$605,719.49</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$99,120.00</td>
<td>$99,120.00</td>
<td>$99,120.00</td>
<td>$99,120.00</td>
<td>$99,120.00</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$84,524.00</td>
<td>$84,524.00</td>
<td>$84,524.00</td>
<td>$84,524.00</td>
<td>$84,524.00</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment</td>
<td>$17,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Laboratories</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$65,000.00</td>
<td>$47,000.00</td>
<td>$29,000.00</td>
<td>$31,000.00</td>
<td>$33,000.00</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total all</td>
<td>$685,323.74</td>
<td>$650,323.14</td>
<td>$818,363.49</td>
<td>$820,363.49</td>
<td>$822,363.49</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.

[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

[5] Specify what is included in “other” category (e.g., student financial aid).
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues[3]</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$371,120</td>
<td>$713,946</td>
<td>$1,117,903</td>
<td>$1,386,950</td>
<td>$1,592,070</td>
</tr>
<tr>
<td>03. Total</td>
<td>$371,120</td>
<td>$713,946</td>
<td>$1,117,903</td>
<td>$1,386,950</td>
<td>$1,592,070</td>
</tr>
<tr>
<td>07. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>10. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$371,120</td>
<td>$713,946</td>
<td>$1,117,903</td>
<td>$1,386,950</td>
<td>$1,592,070</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$371,120</td>
<td>$713,946</td>
<td>$1,117,903</td>
<td>$1,386,950</td>
<td>$1,592,070</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[5] New sources means revenue engendered by new students. The revenue from new sources from one year should be carried over to the next year as revenues from continuing sources with adjustments for inflation.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
### Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
<th>First Academic Year</th>
<th></th>
<th>Second Academic Year</th>
<th></th>
<th>Third Academic Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BT</td>
<td>AEF</td>
<td>BT + AEF</td>
<td>BT</td>
<td>AEF</td>
<td>BT + AEF</td>
</tr>
<tr>
<td><strong>Tuition Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$333,120.00</td>
<td>$38,000.00</td>
<td>$421,088.00</td>
<td>$643,946.40</td>
<td>$70,000.00</td>
<td>$810,538.36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$333,120.00</td>
<td>$38,000.00</td>
<td>$421,088.00</td>
<td>$643,946.40</td>
<td>$70,000.00</td>
<td>$810,538.36</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Existing Sources</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>From New Sources</td>
<td>$333,120.00</td>
<td>$38,000.00</td>
<td>$421,088.00</td>
<td>$643,946.40</td>
<td>$70,000.00</td>
<td>$810,538.36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$333,120.00</td>
<td>$38,000.00</td>
<td>$421,088.00</td>
<td>$643,946.40</td>
<td>$70,000.00</td>
<td>$810,538.36</td>
</tr>
</tbody>
</table>

*BT + AEF Y 1= BT + AEF Y 2= BT + AEF Y 3=*

<table>
<thead>
<tr>
<th><strong>Student Enrollment</strong></th>
<th>AY 1</th>
<th>AY 2</th>
<th>AY 3</th>
<th>AY 4</th>
<th>AY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT IS</td>
<td>8</td>
<td>10</td>
<td>25</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>FT IS $</td>
<td>$46,560.00</td>
<td>$59,364.00</td>
<td>$151,378.20</td>
<td>$191,461.70</td>
<td>$220,484.88</td>
</tr>
<tr>
<td>FT OOS</td>
<td>6</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>FT OOS Average Credits Attempted</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>FT OOS $</td>
<td>$132,480.00</td>
<td>$270,259.20</td>
<td>$344,580.48</td>
<td>$421,763.33</td>
<td>$477,987.84</td>
</tr>
<tr>
<td>PT IS</td>
<td>22</td>
<td>44</td>
<td>76</td>
<td>89</td>
<td>105</td>
</tr>
<tr>
<td>PT IS Average Credits Attempted</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>PT IS $</td>
<td>$132,000.00</td>
<td>$269,280.00</td>
<td>$456,000.00</td>
<td>$534,000.00</td>
<td>$630,000.00</td>
</tr>
<tr>
<td>PT OOS</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>PT OOS Average Credits Attempted</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>PT OOS $</td>
<td>$22,080.00</td>
<td>$45,043.20</td>
<td>$45,944.06</td>
<td>$93,725.18</td>
<td>$95,597.57</td>
</tr>
<tr>
<td>Total Student Headcount</td>
<td>38</td>
<td>70</td>
<td>120</td>
<td>146</td>
<td>168</td>
</tr>
<tr>
<td><strong>TOTALS (BT ONLY)</strong></td>
<td>$333,120.00</td>
<td>$643,946.40</td>
<td>$997,902.74</td>
<td>$1,240,950.22</td>
<td>$1,424,070.29</td>
</tr>
<tr>
<td>Fourth Academic Year</td>
<td></td>
<td></td>
<td>Fifth Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>BT</td>
<td>AEF</td>
<td>DT + AEF</td>
<td>BT</td>
<td>AEF</td>
<td>DT + AEF</td>
</tr>
<tr>
<td>$1,240,950.22</td>
<td>$146,000.00</td>
<td>$1,573,922.75</td>
<td>$1,424,070.29</td>
<td>$168,000.00</td>
<td>$1,805,680.83</td>
</tr>
<tr>
<td>$1,240,950.22</td>
<td>$146,000.00</td>
<td>$1,573,922.75</td>
<td>$1,424,070.29</td>
<td>$168,000.00</td>
<td>$1,805,680.83</td>
</tr>
<tr>
<td>$1,240,950.22</td>
<td>$146,000.00</td>
<td>$1,573,922.75</td>
<td>$1,424,070.29</td>
<td>$168,000.00</td>
<td>$1,805,680.83</td>
</tr>
<tr>
<td>$1,240,950.22</td>
<td>$146,000.00</td>
<td>$1,573,922.75</td>
<td>$1,424,070.29</td>
<td>$168,000.00</td>
<td>$1,805,680.83</td>
</tr>
</tbody>
</table>

<p>| BT + AEF Y 4= | $1,386,950.22 |  | BT + AEF Y 5= | $1,592,070.29 |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with &quot;net section needs&quot; based on enrollment (see &quot;Enroll &amp; Seat Need Projections&quot; tab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>276,384.00</td>
<td>276,384.00</td>
<td>392,768.00</td>
<td>392,768.00</td>
<td>392,768.00</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td>20,000.00</td>
<td>20,000.00</td>
<td>35,000.00</td>
<td>35,000.00</td>
<td>35,000.00</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>123,295.744</td>
<td>123,295.744</td>
<td>177,951.488</td>
<td>177,951.488</td>
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<td>Part Time Employee Fringe Benefits (24.3%)</td>
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<td>TOTAL (Links to Library on Program Exp Worksheet)</td>
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**EQUIPMENT**

- Computer Hardware: 15000
- Office Furniture: 2000
- Other (Specify)

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**LABORATORIES**

- Laboratory Equipment
- Other (list separately)

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**SUPPLIES AND EXPENSES (OTPS)**

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**CAPITAL EXPENDITURES**

- Facility Renovations
- Classroom Equipment
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<th>Other (list separately)</th>
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External Review of the Proposed Master in International Affairs
School of Public Affairs
Baruch College

By

Steven Rathgeb Smith
Executive Director, American Political Science Association
Distinguished Visiting Professor, Virginia Tech University
Affiliate Professor, University of Washington

smithsr@apsanet.org

25 June 2015
I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The School of Public Affairs (SPA) is proposing a 42 credit Master of International Affairs (MIA) with three specialization: 1) Trade Policy and Global Economic Governance; 2) Western Hemisphere Affairs; and 3) International Nongovernmental Organizations (INGOs). The new MIA degree reflects several important trends in graduate education in schools of public administration and public policy. First, the student body of many of these schools, especially the larger schools such as Baruch, is becoming more international; thus they are interested in returning to their home countries or working in international organizations in the US or elsewhere including the World Bank, the IMF, the United Nations Development Program, and the Inter-American Development Bank. Second, many INGOs such as CARE, Save the Children, MSF, and many others have become large global institutions employing thousands of staff around the world. The quantitative and qualitative skills gained in an MIA are in high demand by the INGOs. Third, globalization and changes in the political economy have also meant that many high-profile public policy issues of interest to students in schools of public affairs such as climate change, poverty alleviation, economic development, immigration and refugees, are international issues requiring a detailed understanding of international institutions and global trends in public policy and public and NGO management.

The proposed MIA fits well with the considerable strengths and specializations in the SPA faculty. Several faculty conduct research on NGOs and SPA is home to the Center for Nonprofit Management and Strategy, directed by Jack Krauskopf and Nicole Marwell. Professor Cristina Balboa who is affiliated with this Center is also a recognized expert on INGOs in particular and has worked extensively in Latin America. Other faculty with expertise in INGOs include: Professors John Casey and Michael Seltzer. Relatedly, a number of faculty have research interests focused on the Western Hemisphere and current plans include new hire for this specialization. SPA also includes a strong cadre of faculty in the third specialization, Trade Policy and Global Economic Governance including Professors Frank Heiland, Ideen Riahi, Lene Skou and Anna D’Souza.

The structure of the proposed MIA is well designed, given the mission of SPA, existing degrees, the changing job market for graduate education, and the strong core faculty. The degree would have 9 required core courses: International Institutions and Global Governance; Policy Analysis; Comparative Public Policy and Administration; Global Economic Governance; International Economics; Research Methods I and II; Budgeting and Financial Administration; and Global Communication. In addition, students would be required to take a 3-credit capstone course, an internship (for students without significant work experience); and one or two required courses in their choice of specialization. This curriculum is very strong and fits well with the needs of graduate students interested in careers in international policy and management: students will receive sound training in analytic methods and policy analysis; the governance of public policy and international institutions; and knowledge and skills pertaining to public and NGO management. Further, the required internship allows students without extensive work experience to apply their classroom learning to an international organizational setting. The capstone course also offers an opportunity for students to integrate their MIA coursework and apply it to specific problems or issues in international affairs.

The management and oversight of the proposed degree program fits with the current structure of SPA. The Associate Dean of the school would ultimately be responsible for all course scheduling for the MIA.
degree. The Faculty Development Coordinator would ensure that each faculty member participating in the MIA program would receive the requisite annual evaluation. The entire process of scheduling and evaluation is also overseen by the Dean who is appointed by the Baruch College President. SPA intends to seek accreditation of the MIA degree by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) during the next accreditation round. This accreditation would be helpful as an additional quality control and oversight vehicle. As the program evolves, SPA might also consider appointing a faculty director of the program and deepening the ties to the Association of Professional Schools of Public Affairs (ASPIA).

2. **Comment on the special focus of this program, if any, as it relates to the discipline**

The MIA will be hosted by SPA—an inter-disciplinary school with faculty from a wide variety of disciplines including political science, sociology, economics and public administration. The MIA is designed as an inter-disciplinary degree and as such takes advantage of the faculty disciplinary expertise. The graduate students in the program will also benefit from the different disciplinary perspectives. Working in an international organization like the World Bank or UNDP requires knowledge of these different approaches and the ability to integrate these perspectives in order to analyze important governance and policy problems. This degree would entail extensive memo-writing and policy briefs which are excellent preparation for work in these international organizations where the typical program manager or analyst is expected to write or review countless memos on an ongoing basis.

3. **Comment on the plans and expectations for continuing program development and self-assessment.**

As noted above, SPA has in place a structure for continuing program improvement and development including self-assessment. The Faculty Development Coordinator will ensure that the faculty are properly evaluated on an ongoing basis and the Associate Dean will oversee course scheduling and development. The future accreditation process would help with program assessment after a period of program evolution. As the program grows, SPA may want to consider additional oversight including a MIA coordinator to manage curriculum development and student and faculty issues.

4. **Assess available support from related programs.**

One of the advantages of the proposed MIA program is the shared faculty with the MPA program. A natural synergy exists with the MPA program with its combination of courses on quantitative reasoning, public and nonprofit management, and substantive policy areas. The MPA student body is also very diverse with many first-generation students who are working in public and nonprofit agencies in NYC. Thus, the SPA faculty is already familiar with teaching students of diverse backgrounds including many students from outside the US. Since most of the MIA faculty already teach in the MPA program, the ability of the MIA faculty to provide excellent instruction should be very high. The existing administrative infrastructure of SPA will also help provide support for key components of the new degree program including admissions, recruitment, student support, internships, and job placement.
II. Faculty

5. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The considerable collective and individual strengths of the faculty have already been noted in #1 and #2 above. As noted, SPA has an internationally recognized faculty with strengths in international policy and the three specialization areas in particular. The highly visible and excellent Center for Nonprofit Management and Strategy also provides a strong base from which to develop programs and curriculum related to INGOs. The several faculty affiliated with the Center are active nationally and internationally in scholarly networks and associations including the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) and the International Society for Third Sector Research (ISTR). Other SPA faculty have been deeply engaged in scholarship on trade and global governance issues and have received fellowships to support their work.

6. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The faculty size and qualifications are definitely adequate to launch the program. As I understand the plans for faculty hiring, three additional faculty will be hired in the upcoming year including faculty in the areas of International Institutions and Global Governance, Western Hemisphere Affairs, and INGO management and development policy. So the faculty will definitely be growing in order to keep pace with the growth of the MIA program. Further, the Zicklin Business School has formally pledged their cooperation and support including permission for future MIA students to take relevant classes in international business and governance that are offered by Zicklin. In addition, I have reviewed the spreadsheet provided to me by SPA that shows faculty coverage of core courses and electives. In my opinion, faculty coverage of the key courses in the proposed MIA program is comprehensive which should prevent any difficulties emerging in the enrollment of students to preferred or required classes. The proposed program is also directed by Carla Robbins, a long-time journalist with leading newspapers such as The New York Times and the Wall Street Journal. She brings decades of experience with national security and diplomacy issues; she also has a doctorate in political science from Berkeley. Consequently, she is very well-positioned to provide informed, inspired leadership to the MIA program.

7. Evaluate credentials and involvement of adjunct and support faculty.

SPA is fortunate that it is located in NYC with its multitude of international institutions and a highly educated workforce with a large potential pool of adjunct and support faculty. As a result, SPA has a group of highly qualified adjunct and support faculty who fill important niches in the overall faculty coverage of the core and elective courses. For example, Michael Seltzer has had a very distinguished career in leading philanthropic organizations including the Ford Foundation. Visiting professor, Iris Geva-May, is the founding editor of the Journal of Comparative Policy Analysis and has a long scholarly career devoted to the study of comparative public policy and policy analysis. Other adjunct or affiliated faculty with excellent expertise in international policy and governance include Joselyn Muhleisen who specializes in the EU and international organizations and professors Alison Hahn and Sarah Bishop of the Department of Communications Studies in the Weissman School at Baruch.
III. Resources

8. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

SPA has extensive support services for the proposed MIA program. Also, the physical facilities are entirely sufficient for the launching and growth of this program. The current MPA program at SPA is one of the largest MPA programs in the countries so a top-notch administrative infrastructure to assist, counsel and mentor students already exists. This infrastructure will be of great benefit to the proposed MIA program. The longstanding relationships between SPA and many international organizations in NYC also mean that MIA students will have an advantage in seeking internships and post graduate employment.

9. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

NA

IV. Summary Comments and Additional Conclusions

10. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Overall, the proposed MIA program is an excellent addition to the SPA programmatic line-up. The program is a great fit with the current SPA faculty and the location of SPA in NYC with its large number of international organizations. SPA is also well-known nationally within the network of schools of public affairs so it is well-positioned from a reputational perspective to launch this new program. Other schools of public affairs including the Maxwell School at Syracuse, the School of Public and International Affairs at Columbia and the Evans School at the University of Washington have experienced strong demand for their international degree and certificate offering. SPA also has an excellent institutional infrastructure to support the MIA program. The challenges for SPA in developing the proposed MIA program include ensuring that the size of the faculty grows to match the development of the MIA program and the needs of the students as the program evolves. In addition, SPA will face competition from other schools of public affairs including NYC schools such as Columbia; however, SPA will have costs and programmatic advantages vis a vis Columbia and other private universities such as NYU and The New School. The large and diverse faculty at SPA also offers students a wide variety of course choices. The MIA degree is a great complement to the existing MPA degree and I can anticipate that some students in the future might want to do a joint degree. The MIA degree would also enhance the international profile of the school and facilitate the matriculation of more international students in SPA degree programs, promote school exchanges, and new partnerships with universities abroad.

In sum, I strongly support the proposed MIA degree; it will be of great benefit to SPA faculty and students and will provide a valuable educational experience that will deepen the student’s analytic skills and their knowledge of contemporary policy and governance concerns and problem. The proposed degree also offers timely training and professional development for the staff and volunteers of local, regional,
national, and international organizations. The SPA administration will need to carefully monitor and oversee the growth and development of the new degree in order to ensure that student needs are being met. However, the current administrative infrastructure of the school has extensive experience and capacity to meet the projected additional demand for student services.

Given the considerable strengths of the proposed degree, I strongly recommend the approval of this new MIA degree program.
Marketing Study

Baruch commissioned a study by Maguire Associates, a market research firm specializing in the field of higher education, to assess the demand for an MIA degree, SPA’s proposed MIA program, and the current competitive landscape.

The company fielded an online survey in April 2015. The panel of 146 respondents all identified themselves as interested in pursuing a Master in International Affairs or a Master in Public Administration. Maguire Associates also conducted phone interviews with seven prospective employers in the international field.

Key findings:

- The market is crowded, but student and employer demand for an MIA is strong
- The proposed SPA MIA program addresses the expressed needs of governmental agencies and NGOs
- The Western Hemisphere and INGO tracks drew particular student interest
- Potential employers chose Western Hemisphere and TEGG as top tracks
- Baruch has strong, overwhelmingly positive name recognition among students
- Accomplished and diverse faculty and exceptional teaching are very important to the student market
- Baruch’s location in New York City is a major selling point, with students expressing particularly strong interest in: “Being part of a vibrant and diverse community,” “Easy access to experiential/hands-on learning experiences,” and “Access to international organizations or multinational corporations.”
- Baruch’s affordability is a major selling point
- Students expressed strong interest in part-time study and hybrid formats
Sampling of Job Listings for an MIA
(On the Web in early June 2015)
UN Women: Resource Mobilization Specialist

Advertised on behalf of:

UN Women
United Nations Entity and the Empowerer

Location:
New York, UNITED STATES OF AMERICA

Application Deadline:
24-Jun-15

Type of Contract:
FTA International

Post Level:
P-3

Languages Required:
English

Duration of Initial Contract:
1 year

Background

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, work against women and girls; the empowerment of women; and the achievement of equality between beneficiaries of development, human rights, humanitarian action and peace and security. Placing efforts, UN Women leads and coordinates United Nations system efforts to ensure that commitments mainstreaming translate into action throughout the world. It provides strong and coherent leadership priorities and efforts, building effective partnerships with civil society and other relevant actors.

The United Nations Trust Fund to End Violence against Women (UN Trust Fund) was established by Resolution 50/166 in 1996 with UN Women as its Administrator on behalf of the UN system. The grant making mechanism supporting national efforts to prevent and end violence against women is a human rights violations in the world. The UN Trust Fund provides technical assistance and funding innovative models and strategic interventions in the area of ending violence against women and girls awarded US $103 million to 393 initiatives in 136 countries and territories. Its current portfolio covers territories.

The UN Trust Fund (UNTF) mobilizes resources through member states, private companies, innov public.

Duties and Responsibilities
Under the guidance of the Chief of the UN Trust Fund, the Resource Mobilization Specialist will support implementation of the mobilization strategy of the UN Trust Fund working with and supporting existing donors and partners as well as cultivating new partnerships with a view of raising new funds for the UNTF. This will include ensuring continuum of funds flow for the work of the Trust Fund and provision of annual grants and actively engaging with Member States, private sector and relevant individuals for the UNTF and collaboration.

Summary of Key Functions:
- Implements effectively the UN Trust Fund resource mobilization and advocacy strategies and initiative with a view of UNTF’s resource mobilization target;
- Builds relationships with new donors and partners and provides relevant, effective and timely support to all current and UNTF’s donors and partners;
- Provides support to Chief or the UNTF to increase the funding to the UN Trust Fund;
- Provides advice and engages the whole UNTF Team in UNTF related resource mobilization activities in order to strengthen resource mobilization capacity of the UN Trust Fund achieve and exceed its annual financial target.

Description of Key Functions:
- Develops the UN Trust Fund’s resource mobilization strategy and advocacy initiatives to engage Member States, privates and high level giving individuals;
- Supports the development and implementation of differentiated, donor fund-raising strategies, aligned and coordinated partnership initiatives and outreach activities;
- Acts as donor focal point, organizes meetings with Missions and supports overall presentation of the UN Trust Fund’s work and emerging priorities for accelerated progress towards increase of global giving for addressing the issue of violence against women and girls;
- Provides support to enhance funding to the UN Trust Fund’s resource base;
- Undertakes ad-hoc donor studies (donor intelligence, policies, sectoral and geographic preferences, economic and policy background, development assistance strategies etc.), research and other activities to identify funding opportunities;
- Identifies opportunities to secure additional resources from Member States and other partners;
- Assists in developing messaging and arguments to support and strengthen the case for an investment in the UN Trust Fund and global giving to prevent and end violence against women and girls in line with the UN Trust Fund strategy;
- Prepares funding proposals as required and necessary for potential donors and partners;
- Coordinates closely with the Resource Mobilization Department of UN as relevant to activities of the UN Trust Fund.

Builds and maintains effective corporate relationships with Member States:
- Provides support to the Chief of the UN Trust Fund for missions, meetings and other consultations with Member States including writing and preparation of notes, briefs and other materials;
- Maintains effective corporate relationships with Member States, supports the building of networks both in capitals and Permanent Missions;
- Keeps a regular update of all donor information, profiles and databases.

Provides advice and support to strengthen internal resource mobilization capacity:
- Advises on the creation of UN Trust Fund products, packaged and positioned to attract and secure increased resource;
- Shares knowledge and enhances organizational learning among the UN Trust Fund team through the development and all relevant on-line tools, templates, and guidelines to support resource mobilization initiatives and enhance donor relat;
- Develops knowledge products and high quality advisory services, enhanced business practices and processes.

Competencies
Core values and Guiding principles:

Integrity:
- Demonstrate consistency in upholding and promoting the values of UN Women in actions and decisions, in line with the Code of Conduct.

Professionalism:
- Demonstrate professional competence and expert knowledge of the pertinent substantive areas of work.

Cultural sensitivity and valuing diversity:
- Demonstrate an appreciation of the multicultural nature of the organization and the diversity of its staff;
- Demonstrate an International outlook, appreciating difference in values and learning from cultural diversity.

Core Competencies:

Ethics and Values:
- Demonstrate and safeguard ethics and integrity.

Organizational Awareness:
- Demonstrate corporate knowledge and sound judgment.

Work in Teams:
- Demonstrate ability to work in a multicultural, multi-ethnic environment and to maintain effective working relations with different national and cultural backgrounds.

Communicating and Information Sharing:
- Facilitate and encourage open communication and strive for effective communication.

Self-management and Emotional Intelligence:
- Stay composed and positive even in difficult moments, handle tense situations with diplomacy and tact, and have a cordial behavior towards others.

Conflict Management:
- Surface conflicts and address them proactively acknowledging different feelings and views and directing energy towards mutually acceptable solution.

Continuous Learning and Knowledge Sharing:
- Encourage learning and sharing of knowledge.

Appropriate and Transparent Decision Making:
- Demonstrate informed and transparent decision-making.

Functional Competencies:
- In-depth knowledge on preventing and ending violence against women and girls;
- Demonstrated ability to interact effectively with government representatives;
Proven networking skills, and ability to mobilize support on behalf of the organization;
Proven negotiating and public speaking skills;
Knowledge and understanding of UN system and familiarity with inter-governmental processes;
Familiarity with the UN Trust Fund;
Excellent IT skills, including databases, extranet and office software packages;
Very effective at multi-tasking;
Strong analytical and interpersonal skills;
Strong initiative-taker;
Excellent communication skills;
Focuses on impact and results for client;
Identifies opportunities and builds strong relationships with client and external actors;
Participates effectively in team-based, information-sharing environment, collaborating and cooperating with others;
Consistently approaches work with energy and a positive, constructive attitude.

Required Skills and Experience

Education:
- Master’s degree or equivalent in social sciences, public administration, international relations, communications, women studies, or a related field.

Experience:
- 5 years of experience in working in the field of gender equality and women’s empowerment, including experience with society organizations, donor relations/resource mobilization with member states.

Languages:
- Fluency in English (written and oral);
- Knowledge of other UN working languages is desirable.

Note:
In July 2010, the United Nations General Assembly created UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women. The creation of UN Women came about as part of the UN reform agenda, bringing together resource mandates for greater impact. It merges and builds on the important work of four previously distinct parts of the UN system (DAW, INSTRAW and UNIFEM), which focused exclusively on gender equality and women’s empowerment.

All applications must include (as an attachment) the completed UN Women Personal History form (P-11) which can be downloaded from http://www.unwomen.org/about-us/employment.

Kindly note that the system will only allow one attachment. Applications without the completed UN Women P-11 form will be treated as incomplete and will not be considered for further assessment.

Click here for important information for US Permanent Residents ('Green Card' holders).

UNDP is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.
Community Manager, Supply Chain and Transportation Industry

Location: New York
Job Code: 177
# of openings: 1

Description

COMMUNITY MANAGER, SUPPLY CHAIN & TRANSPORTATION

The World Economic Forum USA is an independent international organization committed to improving the state of in partnerships to shape global, regional and industry agendas.

Incorporated as a non-profit business league (approved §501(c)6 of the IRS code) and based in New York, the W and not-for-profit; it is tied to no political, partisan or national interests. It is the North American affiliate of the Worl foundation based in Geneva, Switzerland, under the supervision of the Swiss Federal Government.

The Supply Chain & Transportation Industry Partnership programme brings together leaders from the world's larg operators, service providers and transportation and logistics companies to improve the supply chain's environmer local communities and humanitarian relief, combat corruption, understand risk and drive industry innovation and e

As a Community Manager you will be responsible for growing the industry community for events, project manager maintaining partner relationships.

Supporting the Director, Head of Supply Chain & Transport Industries, you will help develop the portfolio of activit and ensure adequate funding to support the Forum's mission of improving the state of the world.

Duties and Responsibilities

- **Business development**: Through building senior networks in the sector, targeted marketing and disciplined outn community of Partner companies, CEOs and heads of strategy.
- **Thought leadership**: You will help manage the Forum's Global Agenda Council on Logistics & Supply Chain, whi across a variety of logistics-related stakeholders and serves as a resource to the Supply Chain & Transport corr
- **Content development**: Through collaborating with fellow industry managers and with colleagues from other depl deliver value to industry Partners consistent with the Forum’s mission of improving the state of the world.
- **Event management**: You will organize and execute outstanding industry-focused events, sessions and Forum ameings.
- **Project management**: You will coordinate resources, including consulting firm support, to deliver initiatives requi this includes working closely with leaders of related projects inside and outside the Forum.
- **Relationship management**: You will interact with senior executives, academics and government officials to help project content and senior executives’ expertise into unique Forum events.

Qualifications and Skills

- Master's degree in economics, public policy, transportation studies, international affairs or related discipline
- Minimum five years of professional work experience in direct industry or experience; supply chain project work is desirable but not absolutely necessary
- Possess a broad intellectual background and strong relationship management skills
- Must be a team player and self-starter who enjoys working in a highly collaborative environment
- Ability to use strategic and creative skills in thinking, researching, writing and presenting
- Excellent interpersonal and communication skills with the ability to collaborate with people at all levels of an org:
- Ability to prioritize effectively under pressure and multitask in a time-efficient manner
- Proficient in Microsoft Office applications (Word, Excel, PowerPoint)
- Must be able to travel globally
- Fluent in both written and spoken English; proficiency in a second language desirable

You will join the Forum as part of our Global Leadership Fellows Programme. As such, you will be fully integrated from an intensive work and learning experience intended to develop and train future leaders of global enterprises.

To apply, please go to the careers page of the Forum’s website at http://www.weforum.org/en/about/Careers/index.htm and click on “New York Job Openings”.

Are you a returning applicant?

Previous Applicants:
Email: 
Password: 
Add to My Jobs

If you do not remember your password click here (http://chk.tbe.taleo.net/chk02/ats/careers/forgotID.jsp?org=WEFORUM&cws=1).

Back to Search Results (http://chk.tbe.taleo.net/chk02/ats/careers/searchResults.jsp?jsessionid=56AC6FF105DD779CCE308CC3D638E823?org=WEFORUM&
New Search (http://chk.tbe.taleo.net/chk02/ats/careers/jobSearch.jsp?jsessionid=56AC6FF105DD779CCE308CC3D638E823?org=WEFORUM&
Company Overview

For 25 years, clients in the private and public sectors have relied upon SOS International LLC (SOSI) for critical operations in the world’s most challenging environments. SOSI is privately held, was founded by its current ownership in 1989, maintains corporate headquarters in New York City, and specializes in providing logistics, construction, training, intelligence, and information technology solutions to the defense, diplomatic, intelligence and law enforcement communities.

All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, or protected veteran status. SOSI takes affirmative action in support of its policy to advance employment of individuals who are minorities, women, protected veterans, and individuals with disabilities.

1-150612-3772: News Desk Monitor

Job Category Analysis
Duty Location U.S. - Virginia - Reston
Type of Position Consultant/Contractor
Requisition Number 1-150612-3772

Job Description

SOS International LLC (SOSI) is seeking a News Desk Monitor to join our Exevans business unit, which is an extension of our strategic Information and analysis support to the U.S. government. We provide a range of media monitoring and analysis services for public and private customers, including around-the-world and around-the-clock media alerts, ongoing media monitoring and situational awareness reporting, and expert media analysis. The winning candidate will be an outstanding and swift writer with an analytic mind and a sophisticated understanding of International Affairs and global current events. We are looking for some proven experience in high-paced fields such as journalism, strategic communications, intelligence, political consulting, and the like. Leadership skills, familiarity with social media, information technology, and additional language fluency are major advantages.

The News Desk Monitor is part of a team working 24/7 and must be willing and able to work an unconventional schedule, including some overnight and weekend shifts. Shift work will include monitoring local, regional, and international print, broadcast, and social media sources. Appropriate news items and reports will be summarized in English alerts and analytic briefings sent to appropriate customer lists.

Essential Job Duties:

- Monitors news wire and other international news sources, selects and assesses information according to both set and dynamic criteria
- Writes brief and succinct analytic overviews highlighting and assessing key information
- Contributes original analysis pieces on U.S. and non-U.S. media content and coverage
- Distributes relevant stories and reports to customers, including high-level U.S. government officials
- Edits the work of colleagues ahead of publication
- May be tasked with oversight and guidance of more junior teammates
- Interacts with a range of online tools, including media aggregators, social media applications, computer analysis systems and databases
- Updates databases and web-based portals on a daily basis
- Responds to customer inquiries and correspondence

Minimum Requirements

- Postgraduate degree in a relevant discipline such as International Relations, Political Science, History, Sociology, or related field
- Strong interest and knowledge of global current events
- Ability to quickly process and organize large amounts of information and identify and assess items of greatest importance
- Proven skill and experience (at least 2 years) in professional writing and sophisticated analysis
- Relevant monitoring and analysis experience, and skill at objective analysis
- Comfort and experience disseminating information in a fast-paced environment
- Understanding of norms regarding effective use of social media
- Excellent customer service, interpersonal, and communication skills
- Strong organizational skills and attention to detail
- Ability to multi-task, organize and prioritize projects
- Maturity, honesty, and integrity
- Ability/flexibility and temperament to work long hours on occasion and potentially on short notice

Additional Information:

Preferred Qualifications:
- Native Modern Standard Arabic fluency is highly desired

Work Environment:
- Requires commitment, flexibility and ability to work non-traditional hours including consecutive nights or weekends when necessary
- Offers some schedule flexibility and occasional opportunities to work from home
Program Officer
The Asia Foundation (http://asiafoundation.org/)

Location          Washington, D.C.
Sector             Non Profit
Experience         Mid Career
Apply by           May-28-2015
Posted             May 14

Position description

Are you excited at the prospect of employing your knowledge and skills to improve lives, expand opportunities, and lead a dynamic and developing Asia?

In an increasingly complex and changing world, we believe that a peaceful and engaged Asia is of critical global importance to innovative leaders and communities to build effective institutions and advance path-breaking reforms. Together with the Asia Foundation’s programs address critical issues of our time: 21st century: governance and law, economic development, women’s empowerment, environment, and regional cooperation.

Informed by six decades of experience and deep local expertise, The Asia Foundation’s programs address critical issues of our time: 21st century: governance and law, economic development, women’s empowerment, environment, and regional cooperation.

SUMMARY OF POSITION RESPONSIBILITIES:

The Women’s Empowerment Program (WEP) aims to empower women individually and collectively to be full and active members of society, political, and economic development. WEP has three overarching strategic objectives: to promote women’s political participation; and to advance women’s economic opportunities. The WEP Program Officer will support program design and proposal development for public and private donors, drafting and/or conducting research, and regular engagement with external stakeholders, including donors. The Program Officer will also support implementation of WEP-related workshops, trainings, and conferences in the U.S. and Asia. Given the nature of the...
Officer position requires the ability and willingness to undertake frequent travel to Asia (30-50%), as required.

RELATIONSHIPS:

Internal:
- The Program Officer is supervised by the Senior Director of the Women’s Empowerment Program, and works closely with the team;
- Frequent contact and close cooperation with field office staff in Asia;
- Regular engagement with all colleagues in Washington, DC; the Public Sector Development Services (PSDS) team (e.g., Governance and Law, Economic Development, Environment), and other San Francisco-based teams.

External:
- Regular contact with donors, grantees, visitors to the Foundation, partner organizations, and project consultants;
- When in the field, contact with bi-lateral and multi-lateral development assistance agencies, private sector and institutional partners, national and international NGO directors and staff.

JOB ACCOUNTABILITIES:

Program Management & Oversight: Management of economic empowerment portfolio, including corresponding with issues related to women’s entrepreneurship, drafting reports, and corresponding with relevant contacts about programs; managing grants as required; including working with relevant field offices on implementation of program components; letters of agreement and letters of contract, monitoring program budgets, and expenditures.

Fundraising: Assist in program development and proposal writing/editing. This will involve conducting research on issues developed into new programs as well as assisting in brainstorming and WEP unit discussions about fundraising. Attend and potential donors as requested. Track and draft reports to donors as assigned.

External Representation: The PO represents TAF/WEP at meetings and other forums as directed. The PO is able to discuss about TAF and WEP program areas to a broad range of audiences.

Public Events: Assist with public and staff events as needed. This may include preparing written materials, assisting in preparing discussion points for WEP and field staff in preparation for public events.

Administrative Support: Office administrative assistance, including maintaining program files.

Financial Support: Monitor program budgets and prepare grant documentation.

Program Support: Assist Senior Director and other WEP team members in writing, editing, and proofreading documents as required; draft and send out correspondence as needed; draft contracts, letters of agreement, and amendments as required; update WEP publications and marketing materials.

Other: Perform other duties as may be assigned by the Senior Director or other unit staff.

Qualifications
Experience:

- Minimum three years of professional experience in international development or foreign affairs in Asia;
- Demonstrated expertise in approaches to women’s economic empowerment, including women’s entrepreneurship;
- Strong knowledge of gender analysis and gender mainstreaming/integration;
- Proven communication and writing skills, including in research, proposals and reports;
- Knowledge of Asian political, economic, and foreign policy issues, preferably with experience living or working in /
- Must be flexible, cooperative, hardworking, and a team player;
- Must pay close attention to detail while maintaining broad perspective on program goals and approaches;
- Willingness and capacity to travel regularly in Asia to work with field offices as required.
- Commitment to women’s empowerment and gender equality
- Proficiency in the use of Word, Excel, Power Point, Adobe Acrobat

Education:

- Master’s degree in a relevant field.

Who are we looking for?

The ideal candidate is someone who understands and appreciates the impact that government and politics have on ekey face in the developing world. The candidate is passionate about the work that they do and haveboundless enthi collaboratively in a multi-cultural environment. The ability to work efficiently and politically in a context that can be ve desirable.

Why work at The Asia Foundation?

You will have the opportunity to help solve some of the toughest challenges in the development/aid sector. Address e the region, improve access to legal information, enhance civil society, promote government engagement/collaboratio and awareness.

You will work in an innovative environment and build lasting relationships. The Asia Foundation, its donors, and its p throughout the region. This is an opportunity to work with and learn from some of the most accomplished leaders, int entrepreneurs working in Asia today.

Application instructions

To apply, please upload your cover letter and resume in one document and submit an attachment "Regular Employy applicants who apply on-line, provide a cover letter, resume, and answer the assessment questions provided. In add applicant must submit their application prior to the deadline of 5:00 PM PST on Thursday, May 28, 2015.

Requisition Number: 16-0021

1st be legally eligible to work in the United States.
"Please be sure to indicate in your application that you found this opportunity on GlobalJobs.org"


(https://twitter.com/GlobalJobsOrg)

Over 3000 NGOs, Think Tanks, Governments, and private sector companies post to Global J
Desk Officer - Middle East
International Medical Corps (https://internationalmedicalcorps.org/)

Location Los Angeles, CA or Washington, D.C.
Sector Non Profit
Experience Mid Career
Posted May 13

Position description
International Medical Corps is a global, humanitarian, nonprofit organization dedicated to saving lives and relieving suffering through health interventions and training and relief and development programs. Established in 1984 by volunteer doctors and nurses, International Medical Corps is a voluntary, nonpolitical, nonsectarian organization. Its mission is to improve the quality of life through health interventions that build local capacity in underserved communities worldwide. By offering training and health care to local populations, to people at highest risk, and with the flexibility to respond rapidly to emergency situations, International Medical Corps health care systems and helps bring them back to self-reliance.

PROGRAM DESCRIPTION
International Medical Corps is working with refugees and displaced and vulnerable populations throughout the Middle East, Jordan, Syria, Gaza, Yemen, Iraq, and Turkey.

JOB SUMMARY
The Desk Officer works in close collaboration with the Regional Coordinator and the Regional Team to effect a good supervision, and support of International Medical Corps' Country Programs within a Regional Desk portfolio.

RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential function with or without reason

Working under the supervision of the Regional Coordinator (RC) and within the Regional Team assist to coordinate emergency relief and development activities and program design and development for the country programs within the portfolio. Supports in-country teams and provides guidance to International Medical Corps field staff from its Washington, DC c
the field. Additionally, the Desk Officer represents and advocates for International Medical Corps’s programs to partner development community, donors and government representatives.

1. Regional team membership
- Work within the Regional Team to assist the team members to provide financial, program development, fund raising, oversight, input and supervision;
- Work with members of other International Medical Corps departments who are not assigned to the Regional Team including programming, logistical, legal, security, human resource and communication oversight, input and/or supervision, including International Medical Corps-UK.

2. Regional program management
- Working under the supervision of the Regional Coordinator and with the Regional Team:
  - Backstop the daily operations of the country programs to ensure continuity through appropriate response to changing program and beneficiary needs, donor positioning, lessons learned, and best practices;
  - Facilitate compliance with internal and external regulations, all applicable laws, and contractual obligations, in consderation of timely and adequate cooperation with Legal regarding review and approval of agreements (MOUs, contracts);
  - Manage timely and proper reports (internal, financial, donor, special and other) and their flow within and without International Medical Corps-UK including review, analysis, and compliance with deadlines;
  - Act as liaison for the country programs with International Medical Corps internal departments, advocating for the needs of the country programs within the context of the International Medical Corps;
  - Manage MOU and contract review and approval process; follow International Medical Corps legal procedures;
  - Perform regular program evaluation to ensure that objectives are being achieved and quality is maintained;
  - Assist in developing and implementing regional and country strategies; provide feedback on identified country program issues;
  - Perform problem solving and mitigation as needed;
  - Coordinate communications between all International Medical Corps departments, including headquarters offices acting as lines of communication with field staff ensuring that country programs are properly briefed on International Medical Corps capacity;
  - Assist in new program and new mission start-up as appropriate.

3. Program design and development
- Working under the supervision of the Regional Coordinator and with the Regional Team:
  - Using the country strategies as a base, manage ongoing program development and design. This will include identification of donors, donor priorities, and donor opportunities; and program design;
  - Assist in the proposal process, which may include proposal writing, editing and proofreading, coordination of internal and external departments, technical input, preparation for submission, submission, following through the approval process, and assistance with the development of internal plans and the adaptation of new program techniques using consultants as necessary;
  - Participate in exploratory missions/assessments both within and without current country missions.

4. Supervision
- Working under the supervision of the Regional Coordinator and with the Regional Team:
  - Facilitate human resource oversight of country teams including administration matters, mentoring, coaching and identifying problems, concerns, legal issues, and conflicts;
• Assist in identifying staffing needs, interviewing applicants, and orienting new country mission staff, including consultation with International Medical Corps procedures;
• Visit the country missions regularly for management and operational assessment; Coordinate visits to the mission and others;
• Communicate regularly with mission staff, especially the country director;
• Be accessible to mission staff;
• Assist in the provision of applicable training of new and current staff through the identification of staff training needs and through ongoing training in International Medical Corps policies and procedures;
• Provide leadership, guidance and promote professional working relationships with all International Medical Corps staff members.
• Contribute to the creation of a positive image and overall credibility of the organization, notably through the application of Code of Conduct, ethics, values and standpoint with regard to internal and external actors.

5. Representation
• Working under the supervision of the Regional Coordinator and with the Regional Team:
• Have a thorough understanding of the mission and regional contexts;
• Maintain substantial relationships with donors and partners (governmental, NGO, and companies) both current and potential;
• Raise the profile of International Medical Corps, its work and country missions through active participation in International workshops, outreach events, and communication opportunities;
• Document all contacts;
• Represent International Medical Corps as well to the field and mission;
• Serve as advocate for the missions.

6. Prevention of Sexual Exploitation and Abuse
• Actively promote PSEA (Prevention of Sexual Exploitation and Abuse) standards within International Medical Corps served by International Medical Corps;
• Perform other duties as assigned. The duties and responsibilities listed above are representative of the nature and level of work and necessarily all inclusive.
• "Donors", as used in this document, refers both to donors whose agreements are signed by International Medical Corps-UK and who have agreements signed by International Medical Corps-UK.
• Other duties as assigned. The duties and responsibilities listed are representative of the nature and level of work and necessarily all inclusive.

BENCHMARKS
1. Regional team leadership and management
• Minutes of the team meetings distributed promptly.

2. Manage regional programs
• Maintain up-to-date mission data – site descriptions, maps, contact lists, security plans, organizational charts, etc.;
• All reports submitted following donor regulations.

3. Program design and development
• Proposals are submitted on time and following donor regulations.
4. Supervision
- Job descriptions, staff requests, travel and other human resources procedures are followed correctly;
- Each mission is visited at least once per year by the SDO or ADO.

5. Representation
- Participate in at least one outreach event per quarter;
- Mission communication materials are updated quarterly.

Qualifications
Bachelor's degree and 3-5 years of relevant work experience or Master's degree (e.g. Public Health, Social Work, In Business Administration, International Development, etc.) plus 1-2 years of relevant experience required; or equiva
e and experience
- Ability to read, analyze, and interpret USG/EU/UN donor regulations and requirements;
- Ability to write reports;
- Ability to effectively present information and respond to questions from management and field programs;
- Understanding of health and development concepts in developing countries;
- Outstanding organizational skills;
- Excellent communication skills, both oral and written;
- Excellent self-motivation skills;
- Experience in effectively dealing with international and headquarters staff, and the ability to deal with a broad spect
- Ability to exercise sound judgment and make decisions independently;
- Excellent ability to handle multiple tasks in a fast paced and constantly changing environment;
- Be flexible possess the ability to cope in stressful situations;
- Be creative and possess the ability to work with limited resources;
- Willingness and ability to travel extensively.

Application instructions
*Please be sure to indicate in your application that you found this opportunity on GlobalJobs.org*

Apply Now (https://careers.internationalmedicalcorps.org/AppSelfService.aspx?adata=E17%2f8wa%2bEwSnn7jkbCtw%)

(https://twitter.com/GlobalJobsOrg)
Recruitment, Resumes, Interviews: How the Hiring Process Favors Elites - The Atlantic http://t.co/e1np7fX3bN
(http://t.co/e1np7fX3bN)
• Drive for Results - Able to take personal ownership and accountability to meet deadlines and achieve agreed-upon personal organization to do so.
• Excellent organizational skills and attention to detail;
• Computer skills and proven working experience with tools to produce online help materials;
• Demonstrated ability to handle sensitive situations to cultivate client relationships;
• Willingness to take initiative and learn continuously;
• Ability to work in a fast-paced, changing environment handling multiple simultaneous tasks.

Application instructions

JOB #150927

*Please be sure to indicate in your application that you found this opportunity on GlobalJobs.org*


(https://twitter.com/GlobalJobsOrg)
The Highest-Paying Jobs Of The Future Will Eat Your Life http://t.co/6m9Hq8C3j5 (http://t.co/6m9Hq8C3j5)

Over 3000 NGOs, Think Tanks, Governments, and private sector companies post to Global J

This position is located in Linthicum, MD.

The *International Trade Compliance Analyst 2* is responsible for developing and managing comprehensive internal export and import controls to ensure compliance with US and foreign regulations in the conduct of international marketing, sales, supply-chain and other business activities.

**Specifically, this position:**

- Establishes business processes for submitting to and obtaining from the US government all necessary export and import licenses, permits, certifications, and technology release determinations
- Establishes and maintains relations with appropriate government regulatory agencies. Establishes operational processes for assuring trade compliance through gate reviews for technical data, foreign travel, foreign visits and export and import shipments
- Maintains applicable trade compliance records in accordance with regulatory requirements
- Supports the law department in investigating and resolving compliance problems, questions, or complaints
- Establishes and maintains training and audit assessment programs to ensure implementation and effectiveness of internal controls
- Generates performance metrics for export and import processes

**Qualifications**

**Basic Qualifications:**

- Bachelor's Degree with 3+ years related work experience or a Master's Degree with 1+ year related work experience.
• Experience working with United States government regulations or a related regulatory compliance field
• Strong data analysis skills
• US Citizenship is required.

Preferred Qualifications:

• Experience with OCR's EASE software
• Basic understanding of EAR and ITAR Regulations
• Familiarity with SAP
• Export and/or import experience in the defense industry
• Experience working with Learning Management System(s)
• Experienced and comfortable providing training in person or via virtual methods
• Experience with submittal of USG Export Authorizations
• Experience with making Jurisdiction and Classification determinations
• The ability to obtain a government security clearance (Secret or above)

Northrop Grumman Corporation is a leading global security company providing innovative systems, products, and solutions in unmanned systems, cybersecurity, C4ISR, and logistics and modernization to government and commercial customers worldwide.

Northrop Grumman is committed to hiring and retaining a diverse workforce. We are proud to be an Equal Opportunity/Affirmative Action-Employer, making decisions without regard to race, color, religion, creed, sex, sexual orientation, gender identity, marital status, national origin, age, veteran status, disability, or any other protected class. For our complete EEO/AA statement, please visit www.northropgrumman.com/EEO. U.S. Citizenship is required for most positions.
Statistical Analyst
World Bank's Development Data Group (http://data.worldbank.org/about/development-data-group)

Location Washington, D.C.
Sector Non Profit
Experience Early Career / Mid Career
Posted May 13

Position description
The Development Data Group (DECDG) is the World Bank’s focal point for statistics. Its mission is to provide high-quality, analytical tools, and services to users inside and outside the Bank and to support developing countries engaged in building their capacity. The work of the department calls for extensive partnership with other international organizations, with member offices, and with regions, global practices, and other units in the Bank.

DECDG teams are organized into three clusters: 1) The Global Monitoring (GMI) cluster manages the bulk of the data management, and published materials including the World Development Indicators (WDI), IDA monitoring, Investcure, and online databases. 2) The International Statistical Programs (ISP) cluster manages a number of international statistical programs. The Bank is recognized as the lead agency. This includes the International Comparison Program (ICP), the International Human Development Statistics (IHSN), and the Marrakech Action Plan for Statistics (MAPS). This cluster provides extensive operational support to capacity building through financial support from the Bank in the form of grants or loans. 3) The third cluster is the Information Systems (ISS) cluster which provides a range of services including client services.

A Client Services and Communication (CSC) team is part of ISS cluster and is responsible for supporting DECDG’s communications and liaison with partners and disseminating information through training and promotion; organizing Data website, World Development Indicators, International Debt Statistics, and Little Data Books; designing and print products; web management and quality control; outreach activities; responding to internal and external client requests; and other DECDG teams.

Note: If the selected candidate is a current Bank Group staff member with a Regular or Open-Ended appointment; s/he will be offered a 2 year term appointment.
Under the direction of the Client Services and Communications Team Leader, DECDG, the Statistical Analyst will work with focus on the following areas:

- Research and respond to data queries from both internal and external clients directed to the data help desk by email, telephone, using the User Voice system;
- Handle special data requests from internal and external clients and the exchange of data with external partner agencies;
- Monitor the World Bank Open Data site’s Discussion Forum;
- Produce Help desk and web analytics to be shared with DECDG;
- Provide quality control for various websites including Open Data;
- Provide input into user interface design for tools to maximize accessibility and usability;
- Participate in product testing, prepare documentation, and provide user support;
- Assist in preparing learning materials and expanding DECDG's knowledge base articles;
- Communicate with the team leader on work status, foreseeable problems, and processes;
- Assess client needs and provide feedback to the team leader;
- Be proactive in DECDG’s outreach activities by preparing promotional materials and organizing webinars / seminars for Bank staff and external partners;
- Participate in regular team activities aimed at renewing and improving data products, systems, access facilities, and

Qualifications

- MA/MA or BA/BS with minimum of 2 years relevant experience in Economics, International Relations, Statistics, or
- Sources, statistical methods, and concepts for economic, financial, social, environmental, or other development data
  competency; basic familiarity of subject matter area. Can be relied on to complete task requiring competency to the
- Developing countries' conditions related to statistics. Field experience in developing countries is highly desirable.
  competency; basic familiarity of subject matter area. Can be relied on to complete task requiring competency to the
- Data management, visualization, analysis, and reporting. Ability to interpret and communicate statistical information
  rigorous manner. Demonstrates use of this competency; basic familiarity of subject matter area. Can be relied on to
  competency to the Bank standard.

Competencies:

- Knowledge, Learning and Communication - Actively seeks knowledge needed to complete assignments and shares
  communicating and presenting information in a clear and organized manner.
- Written and Verbal Communication - Delivers information effectively in support of team or workgroup. Excellent writ
  strong command of English and an ability to convey complex ideas in a clear, direct, and lively style. Expertise using
digital technologies.
- Business Judgment and Analytical Decision Making - Analyzes facts and data to support sound, logical decisions on
  workflow.
- Teamwork and Inclusion - Ability to work effectively in a team-oriented, multi-cultural environment. Able to collaborate
  and contribute productively to the team’s work and output, demonstrating respect for different points of view. Able to
  and teamwork skills to cultivate effective, productive client relationships and partnerships across organizational bound
  excitement and momentum around the Bank’s data activities.
- Client Orientation - Able to take personal responsibility and accountability for timely response to client queries, remove
  obstacles that may impede execution or overall success.
Job Title: Foreign Affairs Officer  
Department: Department Of State  
Agency: Department of State - Agency Wide  
Job Announcement Number: IIP-2015-0008  

**SALARY RANGE:** $90,823.00 to $118,069.00 / Per Year  
**OPEN PERIOD:** Wednesday, June 3, 2015 to Wednesday, June 17, 2015  
**SERIES & GRADE:** GS-0130-13  
**POSITION INFORMATION:** Full-Time - Permanent  
**PROMOTION POTENTIAL:** 13  
**DUTY LOCATIONS:** 1 vacancy - Washington DC, DC  
**WHO MAY APPLY:** Open to all U.S. citizens

"You are encouraged to read the entire announcement before you submit your application package. Your application may not get full consideration if you do not follow the instructions as outlined."

"More than one selection may be made from this announcement if additional identical vacancies in the same title, series, grade and unit occur."

**SECURITY CLEARANCE:**  
**SUPERVISORY STATUS:** No  

job summary: About the Agency  
This position is located in the Office of the US Speaker Program, Deputy Coordinator for Products, Bureau of International Information Programs (IIP), Department of State.  

This position is eligible for telework; additional criteria will be required (e.g., supervisory approval).  

This position is also being announced through Merit Promotion procedures under Announcement #: IIP-2015-0013. Candidates who wish to be considered under both Public (US Citizens) and Merit Promotion procedures must apply to both announcements.  

**TRAVEL REQUIRED**  
- Not Required  

**RELOCATION AUTHORIZED**  
- No  

**KEY REQUIREMENTS**  
- U.S. Citizenship is required.  
- Must be able to obtain and maintain a Secret security clearance.  
- One year probationary period, unless excepted by regulation.  
- Incumbent will be subject to random drug testing.
DUTIES:
Researches, identifies, and recruits qualified U.S. experts from multiple thematic areas of strategic importance to the Department for the purpose of furthering U.S. diplomacy.

Establishes, maintains, and serves as the Bureau's primary point of contact with high-level US government officials and authoritative American experts, including CEOs, journalists, Supreme Court justices and other legal authorities, leading scholars, and prominent civil society leaders for the purpose of meeting the recruitment needs of the Bureau.

Evaluates the communication skills, level of thematic expertise, foreign language capabilities willingness to travel, and other criteria of potential US speaker candidates. Negotiates project terms and conditions with the speakers and overseas posts to ensure they are compliant with US Speaker Program policies and procedures.

QUALIFICATIONS REQUIRED:
Applicants must meet all the required qualification requirements, including education and any selective placement factors described below by the closing date of this announcement. Education may only be substituted in accordance with the Office of Personnel Management (OPM) Qualification Standards Handbook. Education must be accredited by an accrediting institution recognized by the U.S. Department of Education in order to be credited towards qualifications.

Education completed in foreign colleges or universities may be used to meet the education requirements if you can show that the foreign education is comparable to that received in an accredited educational institution in the United States. It is your responsibility to provide such evidence when applying. Click on the link for a list of accredited organizations recognized as specializing in interpretation of foreign education credentials.

Applicants must have the required experience or education as described below and meet any selective factors, when specified. BASIC REQUIREMENTS:

Have a bachelor's or graduate degree from an accredited college or university in international law, international relations, political science, economics, history, sociology, geography, social or cultural anthropology, law, statistics, or in the humanities;

OR

Have a bachelor's or graduate degree from an accredited college or university that included a combination of courses, with at least 24 semester hours in international law and international relations, political science, economics, history, sociology, geography, social or cultural anthropology, law, statistics, or in the humanities;

OR

Have 12 semester hours in one of the above disciplines and 12 semester hours in statistics / quantitative methods.

OR

Have a combination of education and experience where your coursework was equivalent to a major, or a combination of related courses totaling at least 24 semester hours, (as shown above), PLUS appropriate relevant experience OR additional education.

OR

Have completed at least 4 years of appropriate experience in one OR more of the fields listed above in work associated with international organizations, problems, or other aspects of foreign affairs. (NOTE: qualifying work experience may have been gained through residence, study, teaching, business or commercial activities, military service, newspaper work, military or civil government activities, missionary or international relief
work, or other experience in foreign countries.)

Note: If you are qualifying based on education, you MUST submit transcripts as verification of educational requirement by the closing date of this announcement. If you fail to provide requested information, or the information you submit is insufficient to verify your eligibility, you WILL lose consideration for this position.

IN ADDITION to the basic requirements, this position requires one year of specialized experience equivalent to at least the GS-12 level in the Federal service which provided the applicant with the particular knowledge, skills and abilities to perform the duties of the position. Qualifying specialized experience must demonstrate the following:

Experience using a Tracker database to monitor posts' budget allocations, track expenditures and generate reports and data on overall program activity for interested parties.

Experience with core US foreign policy objectives and programs in order to identify and provide analyses of essential issues and developments.

Experience planning, coordinating and managing a wide range of activities simultaneously in order to meet multiple project goals, priorities and deadlines.

Note: If you are qualifying based on education, you MUST submit transcripts as verification of educational requirement by the closing date of this announcement. If you fail to provide requested information, or the information you submit is insufficient to verify your eligibility, you WILL lose consideration for this position.

HOW YOU WILL BE EVALUATED:
Your application will be evaluated and rated under the Category Rating and Selection procedures. Based on your responses to the job-specific self-assessment questions, eligible candidates are placed for selection consideration into one of three pre-defined quality categories as described below:

Highly-qualified Category - In addition to meeting minimum qualifications for the position, candidates must fully demonstrate proficiency in all major aspects of the position.

Well Qualified Category - In addition to meeting minimum qualifications, candidates must demonstrate proficiency in some, but not all of the major aspects of the position.

Qualified Category - In addition to meeting minimum qualifications, applicants must demonstrate a basic level of knowledge, skill and ability of the position.

Your qualifications will be evaluated on the following knowledge, skills, abilities (KSAs) and other characteristics that are relevant to the duties of this position and must be fully supported by information in your resume:

Knowledge of US foreign policy objectives and key resource issues as they relate to international affairs.

Knowledge of research and analytical methods to validate, evaluate and interpret information obtained from a variety of sources.

Knowledge of and experience with basic computer applications.

Your resume serves as the basis for qualification determinations and must highlight your most relevant and significant work experience and education (if applicable) as it relates to this job opportunity. Experience refers to paid and unpaid experience, including volunteer work done through National Service programs (e.g., Peace Corps, AmeriCorps) and other organizations (e.g., professional; philanthropic; religious; spiritual; community,
student, social). Your resume must include the dates of all qualifying experience (from month/year to month/year) and the number of hours worked/volunteered per week. For assistance with creating a resume, please click here.

Application of Veterans Preference: The Category Rating Method does not add veterans' preference points or apply the "rule of three," but protects the rights of veterans by placing them ahead of non-preference eligibles within each pre-defined quality category. Preference eligibles who meet minimum qualification requirements and who have a compensable service-connected disability of at least 10 percent (i.e., CPS and CP) must be listed in the highest quality category, except when the position being filled is scientific or professional at the GS-09 grade level or higher.

Agency Career Transition Assistance Program (CTAP) or Interagency Career Transition Assistance Program (ICTAP) candidates must be rated "Well Qualified" for the position to receive consideration for special priority.

Applicants must meet all the qualification requirements and submit any required supporting documentation by the closing date of this announcement. Applicants found to be among the top qualified candidates will be referred to the hiring official for further consideration and possible interview. To preview questions please click here.

BENEFITS:
You can review our benefits at: http://careers.state.gov/work/benefits

The Department of State offers a comprehensive benefits package that includes, in part, paid vacation, sick leave, holidays, life insurance, health benefits, and participation in the Federal Employees Retirement System. In addition to these benefits, we also offer the Student Loan Repayment Program, Child Care Centers, Child Care Subsidy, Flexible work schedule, Transit Subsidy Program. For additional information on Federal benefits click here.

OTHER INFORMATION:
SOCIAL SECURITY NUMBER: Your Social Security Number is requested under the authority of Executive Order 9397 to uniquely identify your records from those of other applicants who may have the same name. As allowed by law or Presidential directive, your Social Security Number is used to seek information about you from employers, schools, banks, and others who may know you.

SELECTIVE SERVICE: If you are a male applicant born after December 31, 1959, you must certify at the time of appointment that you have registered with the Selective Service System, or are exempt from having to do so under Selective Service law.

REASONABLE ACCOMMODATION: This agency provides reasonable accommodations to applicants with disabilities. If you need a reasonable accommodation for any part of the application and hiring process, please notify the Office of Employee Relations, Disability/Reasonable Accommodations Division, at (202) 261-8163 or reasonableaccommodations@state.gov. The decision on granting reasonable accommodation will be on a case-by-case basis.

EQUAL EMPLOYMENT OPPORTUNITY: The United States Government does not discriminate in employment on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, military service, or other non-merit factor.

HOW TO APPLY:
Please carefully read all the instructions before you begin the application process.

To apply for this job opportunity, you must submit a resume and an on-line application through the Office of Personnel Management's (OPM) application system, USAJOBS. This information will be transferred to the Department of State's Gateway to State Automated Application System.

You have until 11:59 p.m. Eastern Time (ET) on the closing date of this announcement to complete the following four-step application process:

STEP 1: Select the "Apply On-line" button and follow the instructions to register or sign into USAJOBS.

STEP 2: Submit a detailed resume or any other written format you choose documenting your job-related qualifications, experience, and education (if applicable). Cover letter is optional. If you submit a cover letter, you must also submit a resume. Please see the "How You Will Be Evaluated" section for specific information that should be outlined in your resume.

STEP 3: Answer the job-specific self-assessment questions on-line through the Gateway to State automated application system. These questions will be used to evaluate your qualifications and experience for this job opportunity.
STEP 4: Submit all required documentation, applicable to you, listed in the Required Documents section of this job opportunity to the Department’s automated application system “Gateway to State” prior to the closing date of this announcement. For instructions on how to view the status of your supporting documentation, please click here.

Technical assistance with your on-line application can be obtained by contacting the Help Desk at msghelp@monster.com OR by calling (866) 656-6830 or (703) 269-4944 between the hours of 7:00 a.m. and 7:00 p.m. ET

ALTERNATE APPLICATION PROCEDURES

NOTE: If applying online poses an extreme hardship, you may request alternate application procedures to submit your application package by fax. Contact the Human Resources office listed on the announcement between the business hours of 8:15 a.m. and 5:00 p.m. ET, at least two working days prior to the closing date of this announcement. The application package for alternate application procedures must be submitted and received in the Human Resources office no later than 11:59 p.m. ET on the closing date of this announcement.

NOTE: Paper applications and information sent by mail WILL NOT BE ACCEPTED.

REQUIRED DOCUMENTS:
All required documents listed below, that are applicable to you, must be submitted to our automated system “Gateway to State” by 11:59 p.m. Eastern Time (ET) on the closing date of this announcement.

1. Resume - your resume or any other written format you choose should contain the required information as specified in the "How You Will Be Evaluated" section. Insufficient information will result in an ineligible rating.

2. A completed online job specific self-assessment questionnaire through the Department’s automated system "Gateway to State".

3. Transcripts - if you are qualifying based on education OR if there are mandatory education requirements listed under the Qualifications and Evaluations section, you MUST submit a copy of your college transcript(s) with your application. If selected, an official/sealed college transcript(s) will be required to verify education prior to employment.

4. Veterans Preference - If claiming veteran's preference, you must indicate the type of veteran's preference you are claiming on your resume.

For 5-point veteran's preference, you must provide a copy of your DD-214 Certificate of Release or Discharge from Active Duty (Member Copy 4 is preferable) which must show the type of discharge and dates of active duty. If you are currently on active duty, you must provide a certification on letterhead from your military branch which contains your military service dates, expected date of discharge or release, and the character of service to show that your military service was performed under honorable conditions. The expected date of discharge or release must be no later than 120 days after the certification is submitted for consideration for this vacancy announcement. If the appropriate information is not submitted to confirm your current or expected discharge status, dates of service, etc., you will not receive credit for the claimed active duty military service.

For 10-point veteran's preference, in addition to the DD-214 or certification, you must also submit a current version of the SF-15 (Application for 10-Point Veteran Preference), dated October 2013, and any documentation required by this form to support your claim. Previous editions of the SF-15 will not be accepted. If we cannot verify your 10-point preference status, you will receive 5-point preference if veterans' preference requirements have been met. For further information regarding Veterans, click here.

For Service Survivorship preference, you must provide a copy of your DD-214 (Member Copy 4 is preferable) or another form of official documentation which shows your discharge or release from active duty occurred on or after August 29, 2008 and was based on a sole survivorship discharge.

To gain access to your DD214 online, please visit: http://www.archives.gov/veterans/military-service-records/get-service-records.html

5. If you are qualifying based on other criteria listed under the Qualification Section of this announcement, you MUST submit the required supporting documentation (certificates, certifications, etc.) with your application.

6. CTAP/JCTAP eligibles must submit a copy of the appropriate documentation with their application. See links below:

ICTAP Considerations
CTAP Considerations

AGENCY CONTACT INFO:

Michelle Bryant
Phone: 202-632-6028
Fax: 000-000-0000

Agency Information:
U.S. Department of State
2200 C Street SA-5
WHAT TO EXPECT NEXT:
After all application packages have been received, we will review your resume to ensure you meet the basic qualification requirements. After we review and evaluate all applications, the most highly qualified candidates will be referred to the hiring manager for further consideration and possible interviews. After a tentative job offer, we will conduct a suitability and or security background investigation.

You will be notified up to four times during the hiring process:
1. Upon receipt of your application.
2. Upon minimum qualification determinations.
3. After the certificate is issued.
4. After final selection is made.

For instructions on how to view the status of your application, please click here.  

Control Number: 405879100
Political Analyst
Central Intelligence Agency (https://www.cia.gov/index.html)

Location: Washington, D.C.
Sector: Government
Experience: Mid Career
Posted: May 14

Position description

The CIA’s Directorate of Intelligence (DI) is looking for candidates to serve as political analysts. Political analysts produce written assessments of the domestic politics and international relations of foreign governments and entities, actors’ goals and motivations, culture, values, society, and ideologies; their resources and capabilities; their political processes; the strengths and weaknesses of their strategies for achieving their goals; and the impact of those elements on the US and its security.

Agency analysts are encouraged to maintain and broaden professional ties through academic study, contacts, and attending meetings. They may also choose to pursue additional studies in fields relevant to their areas of responsibility. Opportunities for training, analytic and management training, rotational assignments to other offices in the Agency and throughout the foreign travel once job experience is acquired.

*Higher starting salary possible depending on experience level.

Qualifications

Candidates with a bachelor’s or master’s degree in foreign area studies, international relations, political science, history, or related studies are encouraged to apply. A degree in demography, anthropology, geography, comparative politics, or media studies is also of interest. Candidates proficient in at least one of the languages of their area of expertise (Chinese for China specialists, Arabic or Farsi for the Middle East, or Urdu or Hindi for South Asia) and who have experience in the region are highly desired. A minimum GPA of 3.0 on a 4-point scale is required. Competitive candidates typically will...
experience, strong verbal presentation and writing skills, including the demonstrated ability to write clear and concise 

career that requires regular writing assignments.

Application instructions

The following items must be attached to your online application:

- Your resume.
- A cover letter in which you specify your qualifications for one or more analytic positions. Please address why you 
  what differentiates you from other applicants.
- Unofficial transcripts for all degrees.
- Two different writing samples, each five (5) pages MAXIMUM, single spaced, technical or analytic papers that focus 
  expertise or interests and are related to your interest in positions at CIA. You can excerpt longer papers.

All applicants must successfully complete a thorough medical and psychological exam, a polygraph interview and an 

investigation. US citizenship is required.

To be considered suitable for Agency employment, applicants must generally not have used illegal drugs within the 

issue of illegal drug use prior to twelve months ago is carefully evaluated during the medical and security processing

Important Notice: Friends, family, individuals, or organizations may be interested to learn that you are an applicant for 

Their interest, however, may not be benign or in your best interest. You cannot control whom they would tell. We then 

discretion and good judgment in disclosing your interest in a position with the Agency. You will receive further guidance 

proceed through your CIA employment processing.

Make a note of the position(s) that interest you, as you can apply for up to four positions in one application. DO NOT 

applications; this will only slow the review of your application, and delay processing. Please read the Application Inst 

begin the online application process.

*Please be sure to indicate in your application that you found this opportunity on GlobalJobs.org*

Apply Now (https://www.cia.gov/careers/opportunities/analytical/political-analyst.html)

(https://twitter.com/GlobalJobsOrg)
The Highest-Paying Jobs Of The Future Will Eat Your Life http://t.co/6m9Hq8C3j5 (http://t.co/6m9Hq8C3j5)

Over 3000 NGOs, Think Tanks, Governments, and private sector companies post to Global
Careers

Job Description

Job Title: Program Analyst
Job Category: Administrative
Location: Washington, DC
Job Code: 15-138
Recruitment Type: Local

Application Deadline: Open
Department: DGO
Appointment Duration: 1 Year
Position Type: Renewal
US FLSA Status: Exempt

Description

Job Summary:

The International Food Policy Research Institute (IFPRI) seeks a Program Analyst for a one-year fixed-term renewal in Washington DC. The Program Analyst will provide programmatic support on all matters pertaining to institution the Director General’s Office.

Essential Duties:

Duties include but are not limited to:

- Write text for and coordinate the development and dissemination of donor, country/regional, and partner brochures.
- Research prospective donors and funding opportunities, and monitor trends in international funding environments.
- Facilitate management of donor/partner relationships by preparing background briefs and other documents for.
- Respond to information requests from donors, staff, and other partners.
- Draft correspondence and reports for donors.
- Maintain accurate proposal and donor contacts databases.
- Conduct due diligence reviews on potential private sector, non-governmental organization, and other partners.
- Support the Head of Institutional Relations in managing CGIAR and Board of Trustee relations.
- Contribute to the preparation and completion of IFPRI's annual business plan.
- Other duties as assigned by the Head of Institutional Relations, the Chief of Staff, and the Director General.

**Required Qualifications:**

- A bachelor's degree in Social Sciences and a minimum of 5 years of relevant experience or a Master's degree in a relevant field.
- Excellent writing skills with the ability to recraft academic writing into products for nonacademic audiences.
- Detail oriented and self-motivated to problem solve.
- Team player with good interpersonal skills.
- Strong Internet research skills and organizational research skills.
- Proficiency in Microsoft Office suite and use of databases.

**Preferred Qualifications:**

- Experience working in an international development organization.
- Fundraising experience.

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**Are you a returning applicant?**

If you have previously applied ONLINE to an IFPRI Position, please input your e-mail address and password below for this position.

**Previous Applicants:**

Email:

Password:

If you do not remember your password click here.
Program Associate

Job posted by: Sayara Strategies/Levant7
Posted on: June 7, 2015

Job description

About Us

Sayara Strategies is a development firm specializing in ground-based research and program implementation in areas of the world enmeshed in – or transitioning out of – crisis. Our team of development professionals has a wide array of experience in complex environments, having worked for governmental and non-governmental agencies. Our primary clients include USAID, State Department and International Non-Governmental Organizations.

By employing community-based solutions, our programs focus on civil-society and governance, stabilization and transition; countering violent extremism; capacity building; and research and evaluation methods that account for the challenges of populations in crisis.

Our teams of professionals work out of Sayara Strategies global offices in Beirut, Kabul, Islamabad and Washington, DC.

Objectives

Join Sayara Strategies Washington DC team and support a portfolio of development and communication projects conducted abroad. The majority of our programming is based in Afghanistan, but we are expanding and there are opportunities to work on projects based in Pakistan, Lebanon, and Nigeria. The candidate may also be involved in business development, including proposal writing, budgeting, strategy development, reporting, research, and media monitoring.

Position Location

Washington, DC (with occasional international travel)

Key Responsibilities

The daily responsibilities may include but are not limited to the following:

- Support Afghanistan-based program teams in developing program strategies, frameworks and implementation plans.

- Write client-ready program reports.

- Edit reports written in the field by non-native English speakers.

- Clean databases and conduct M&E data analysis.
· Organize institutional files.
· Support development of proposals for government and NGO clients
· Work in a dynamic environment with multiple remote teams.

Required Qualifications
· University degree; secondary degree is preferable, but commensurate experience may be substituted.
· Experience writing reports; strong English editing capabilities.
· Excellent written and oral communication skills
· Can live and work in Washington DC
· Willingness to work flexible hours, with potential travel to Afghanistan, and other potentially insecure environments.

Desired Qualifications
· Knowledge of the donor industry and experience writing proposals
· Background in research
· Previous experience in the communications environment

Reporting Lines
The Program Associate reports to the Chief Strategy Officer and relevant program managers.

Duration
Full-time position. The candidate will be offered a preliminary six-month external service consultant contract that will have potential for renewal.

How to apply
Please send a resume and a cover letter to dc@sayarastrategies.com. The subject line of the email should be "Program Associate—Last Name, First Name. (i.e. Program Associate—Smith, Jane.) Only shortlisted candidates will be contacted.

Please note that while we will consider candidates not currently based in Washington, DC, they MUST indicate in their cover letter a willingness to relocate at their own expense.
Partnerships Analyst
UNOPS - New York, NY
Posted: 5/13/2015

Background Information - UNOPS

UNOPS mission is to serve people in need by expanding the ability of the United Nations, governments and other partners to manage projects, infrastructure and procurement in a sustainable and efficient manner.

Within these three core areas of expertise, UNOPS provides its partners with advisory, implementation and transactional services, with projects ranging from building schools and hospitals, to procuring goods and services and training local personnel. UNOPS works closely with governments and communities to ensure increased economic, social and environmental sustainability for the projects we support, with a focus on developing national capacity.

Working in some of the world's most challenging environments, our vision is to advance sustainable implementation practices in development, humanitarian and peacebuilding contexts, always satisfying or surpassing partner expectations.

We employ more than 6,000 personnel and on behalf of our partners create thousands more work opportunities in local communities. Through our headquarters in Copenhagen, Denmark and a network of offices, we oversee activities in more than 80 countries.

Background Information - Job-specific

The Partnerships Practice Group (PPG) supports UNOPS' efforts to build closer ties with partners across the full spectrum of UNOPS activities. By forging strategic relationships and working with partners, both in the field and at headquarters, PPG seeks to not only ensure high partners satisfaction with UNOPS project implementation and support, but also to integrate best practices and innovative solutions from experienced non-governmental organizations (NGOs) and the private sector into UNOPS operations. Based in Copenhagen, PPG has active liaison offices in New York, Brussels, Washington DC, and Nairobi and supports partners such as the World Bank, the European Union, the Department of Peacekeeping Operations, the United Nations Mine Clearance Center (UNMCC), and UNICEF.

Related Jobs

Experienced Home Improver
Sales - Computer and Technology
Action Service, UNEP, the Global Fund, the Millennium Challenge Corporation, national governments, and others.

Functional Responsibilities

Reporting to the Outreach and Partnerships Advisor, the Partnerships Analyst will support the PPG New York Liaison Office, in the fulfillment of their corporate and representational roles. (S)he will have strong organizational and communication skills and will have a proven ability to work and act under pressure and with discretion in a politically sensitive and challenging environment.

Under the overall guidance of the PPG Director, the Partnerships Analyst will:

- Provide support to the Outreach and Partnerships Advisor in the preparation and facilitation of the development and implementation of UNOPS partnership strategy with New York based UN Partners and Donors.
- Support the Outreach and Partnerships Advisor by attending meetings, compiling materials, and assisting in the preparation of statements and papers, as requested.
- Support the coverage of United Nations (UN) interagency working groups and task forces such as those related to UN Development Group (UNDG), Security Sector Reform (SSR), Disarmament Demobilization and Reintegration (DDR), Inter Agency standing Committee (IASC), sustainable development goals, follow up to Rio 20 and specific countries including Syria, Libya, Somalia and Iraq. Update the list of working groups/task forces, attend meetings, take minutes and support the drafting of relevant documents.
- Contribute to the analysis, mapping and knowledge management of business development opportunities with partners in New York such as UN, governments, foundations, NGOs, academia, think tanks and private sector.
- Participate in partnerships meetings with potential partners and ensure their systematic and timely follow-up.

Competencies

Communications

Speaks and writes clearly and effectively. Listens to others, correctly interprets messages from others and responds appropriately. Asks questions to clarify, and exhibits interest in having two-way communication. Tailors language, tone, style and format to match the audience. Demonstrates openness in sharing information and keeping people informed. Provide support in drafting speeches and talking points, presentations, and prepare external relations materials as required. Ability to produce briefing notes on external meetings. Strong capacity to think and act strategically, including solid editorial strengths.

Teamwork

Works collaboratively with colleagues to achieve organizational goals. Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others. Places team agenda before personal agenda. Supports and acts in accordance with final group decision, even when such decisions may not entirely reflect own position. Shares credit...
for team accomplishments and accepts joint responsibility for team shortcomings. Strong teamwork attitude.

Integrity

Promotes the vision, mission, and strategic goals of UNOPS. Sound political judgment as well as diplomacy, impartiality and discretion. Demonstrates the values of the United Nations in daily activities and behaviours. Acts without consideration of personal gain. Resists undue political pressure in decision-making. Does not abuse power or authority. Stands by decisions that are in the Organization's interest, even if they are unpopular. Takes prompt action in cases of unprofessional or unethical behaviour.

Respect for Diversity
Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability. Respect for, and understanding of, international political processes; Ability to work in a multi-cultural, multi-ethnic environment with sensitivity and discretion.

Planning and Organizing
Solid ability to organize tasks, to draft reports/correspondence and speaking notes, to plan, to anticipate, and work under pressure. Ability to handle effectively multiple tasks and proven ability to work and act under pressure and with discretion in a politically sensitive and challenging environment.

Education/Experience/Language requirements

EDUCATION
A Master's degree in international affairs, political science, communication, economics, business administration or related fields. Candidates with a Bachelor's Degree and two additional years of experience may also be considered.

EXPERIENCE
Minimum of two years of relevant work experience, particularly in outreach, business development, communications, or coordination roles. Strong communication and ICT skills, including PowerPoint, Excel. International exposure and UN experience would be an asset.

LANGUAGE
Fluency in English, with excellent drafting ability and oral communication skills, required. Knowledge of a second UN language is an advantage.

Contract type, level and duration

Contract type: International Individual Contractor Agreement (IICA)

Contract level: IICA level 1

Contract duration: 1 year

For more details about the ICA contractual modality, please follow this link;
Additional Considerations

- Please note that the closing date is midnight Copenhagen time (CET)
- Applications received after the closing date will not be considered.
- Only those candidates that are short-listed for interviews will be notified.
- Qualified female candidates are strongly encouraged to apply.
- For staff positions only, UNOPS reserves the right to appoint a candidate at a lower level than the advertised level of the post.
- The incumbent is responsible to abide by security policies, administrative instructions, plans and procedures of the UN Security Management System and that of UNOPS.

It is the policy of UNOPS to conduct background checks on all potential recruits/interns.

Recruitment/internship in UNOPS is contingent on the results of such checks.

Job Opening

Posting Title: Programme Management Officer, P3
Job Grade: Programme Management Officer
Department/Office: Global Compact Office
Duty Station: NEW YORK
Posting Period: 12 June 2015-11 August 2015
Job Opening number: 15-PGM-GCO-42269-R-NEW YORK (X)

United Nations Core Values: Integrity, Professionalism, Respect for Diversity

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Special Notice

Extension of the appointment is subject to extension of the mandate and/or the availability of the funds.

Staff members are subject to the authority of the Secretary-General and to assignment by him or her. In this context, all staff are expected to move periodically to new functions in their careers in accordance with established rules and procedures.

Org. Setting and Reporting

This position is located in the UN Global Compact Office, Department of Management at United Nations Headquarters. The incumbent reports to the Head of Environment and Climate and to Chief, Participant Engagement and Sustainability of the GCO.

Responsibilities

Under the guidance of the Chief, Participant Engagement and Sustainability and the Head of Environment and Climate, the main functions assigned to the Programme Officer, Environment and Climate are the following:

- Participates in the development, implementation, and evaluation of the Global Compact’s work in the areas of environment, climate change, specifically analyses and monitors the development and implementation of the Caring for Climate and the CEO Water Mandate Initiatives.
- Assists in the strategic development and management of the Caring for Climate and CEO Water Mandate Steering Committees and Working Groups and related work, manages calendar (“client”) relationships and handles key communications and correspondence with Global Compact participants and stakeholders on environmental issues.
- Performs consulting assignments, in collaboration with business, UN and relevant stakeholders by facilitating interactive webinars or workshops on environment and climate priorities, and assist in development of action plans to enhance corporate environmental stewardship practices.
- Researches, analyzes and presents information on environmental performance of Global Compact participants; contributes to the development of reports, publications and tools on the implementation of Global Compact environmental principles and financial initiatives vis-à-vis Global Compact Local Networks.
- Assists in policy development, including review and analysis of issues and trends related to topics on climate change and markets, climate adaptation, and related topics such as water sustainability and other sustainable development priorities; including preparation of publications and evaluations and their linkage to corporate sustainability.
- Undertakes survey initiatives on environmental and climate performance with partners, including review and analysis of surveyary performance on Caring for Climate best practices and related policy frameworks; and interprets data and prepares conclusions.
- In collaboration with the United Nations Environment Programme, UN Framework Convention on Climate Change, supports the planning and facilitation of workshops and meetings of the Caring for Climate Initiative with a view to (i) further mobilize business on a global scale and (ii) ensure the sharing of information and knowledge among companies.
- Undertakes outreach activities for Global Compact’s work on environment and climate, makes presentations on topics related to business and climate including on priority topics of specialised workshops.
- Prepares various written outputs such as background and policy papers, project proposals, guidance and analytical notes, and inputs to Caring for Climate and CEO Water Mandate publications and Global Compact activities and specialized workshops related to the environmental portfolio.
- Provides substantive support and overall coordination of annual business and climate meetings at COP-KMP and conferences related to the Global Compact’s work on environment; provides inputs to key UN conferences and processes; doing so by procuring agenda topics, identifying potential participants, speaker engagement, preparing background documents and presentations, handling follow-up activities.
- Supports coordination of activities related to budget and funding of the Caring for Climate and CEO Water Mandate Initiatives’ activities, including programme strategy and annual activity reports, progress reports, and assists in preparing related documents.
- Performs other duties as required.

Competencies

Professionalism:
Knowledge and understanding of theories, concepts and approaches relevant to environment, climate
and corporate citizenship. Ability to identify issues, analyze and participate in the resolution of issues/problems. Ability to conduct data collection using various methods. Conceptual analytical and evaluative skills to conduct independent research and analysis, including familiarity with and experience in the use of various research sources, including electronic sources on the Internet, internet and other databases. Ability to apply judgment in the context of assignments given, plan own work and manage conflicting priorities. Shows pride in work and in achievements; demonstrates professional competence and mastery of subject matter; is consistent and efficient in meeting commitments, observing deadlines and achieving results; is motivated by professional rather than personal concerns; shows persistence when faced with difficult problems or challenges; remains calm in stressful situations. Takes responsibility for incorporating gender perspectives and ensuring the equal participation of women and men in all areas of work.

Planning/Organizing:
Develops clear goals that are consistent with agreed strategies; identifies priority activities and assignments; adjusts priorities as required; allocates appropriate amount of time and resources for completing work; forecasts risks and allows for contingencies when planning; monitors and adjusts plans and actions as necessary; uses time efficiently.

Communication:
Speaks and writes clearly and effectively; listens to others, correctly interprets messages from others and responds appropriately, asks questions to clarify, and exhibits interest in having two-way communication; tells language, tone, style and format to match audience; demonstrates openness in sharing information and keeping people informed.

Education
Advanced university degree (Master's degree or equivalent) in environmental and/or international relations, science, public administration, or related area. A first-level university degree in combination with two additional years of qualifying experience may be accepted in lieu of the advanced university degree.

Work Experience
A minimum of five years of progressively responsible experience in project or programme management related to business or climate change, or related field, is required. Experience of corporate citizenship issues, especially as these relate to UN-business collaboration, or business collaboration with a comparable international organization, is required. Experience working in both the private and public sectors is an advantage.

Languages
English and French are the working languages of the United Nations Secretariat. For the post advertised, fluency in English is required. Knowledge of French is desirable. Knowledge of another official United Nations language is an advantage.

Assessment Method
Evaluation of qualified candidates may include an assessment exercise which may be followed by a competency-based interview.

United Nations Considerations
Candidates will be required to meet the requirements of Article 101, paragraph 3, of the Charter as well as the requirements of the position. The United Nations is committed to the highest standards of efficiency, competence and integrity for all its human resources, including but not limited to respect for international human rights and humanitarian law. Candidates may be subject to screening against these standards, including but not limited to whether they have committed, or are alleged to have committed criminal offences and/or violations of international human rights law and international humanitarian law.

The United Nations shall place no restrictions on the eligibility of men and women to participate in any capacity and on the conditions of their participation, other than the natural conditions of equality in its principal and subsidiary organs. (Charter of the United Nations - Chapter 3, article 6). The United Nations Secretariat is a non-smoking environment.

Applicants are urged to follow carefully all instructions available in the online recruitment platform, Inspire. For more detailed guidance, applicants may refer to the At-a-Glance on "The Application Process" and the Instructional Manual for the Applicants, which can be accessed by clicking on "Manuals" hyper-link on the upper right side of Inspire account holder homepage.

Applications are pre-screened by the system according to the published requirements of the job opening on the basis of the information provided in the application. In relation to the requirements of the job opening, applicants must provide complete and accurate information pertaining to their qualifications, including their education, work experience, and language skills. Each applicant must bear in mind that submission of incomplete or inaccurate applications may render that applicant ineligible for consideration for the job opening. Initial screening and evaluation of applications will be conducted on the basis of the information submitted. Applications cannot be amended following submission. Candidates under serious consideration for selection will be subject to a reference-checking process to verify the information provided in the application.

Job openings advertised on the Careers Portal will be removed at midnight (New York time) on the deadline date.

No Fee

THE UNITED NATIONS DOES NOT CHARGE A FEE AT ANY STAGE OF THE RECRUITMENT PROCESS (APPLICATION, INTERVIEW/MEETING, PROCESSING, OR TRAINING). THE UNITED NATIONS DOES NOT CONCERN ITSELF WITH INFORMATION ON APPLICANTS’ BANK ACCOUNTS.
Programme Manager & Policy Advisor: UNICEF and UN Women

All times are in Pacific Daylight Time.

Job ID
2015-1709

Type
Temporary Full-Time

# Positions
1

Location
US-NY-New York

Posted Date
6/9/2015

Department
UK Mission

Closing Date
6/27/2015

Overview:
An exciting and challenging opportunity to work at the UK Mission to the United Nations and help implement UK policy on international development at the United Nations at a time when the international community is gearing up for the post-2015 development agenda. The postholder will coordinate the UK’s engagement with UNICEF and UN Women in New York.

The successful candidate will be offered position lasting two years (beginning in October 2015) and the opportunity to join a busy team that leads on international development and climate change at the UN, including the UK’s relations with the Development Funds and Programmes. The successful candidate will work primarily with the UK’s Department for International Development (DFID), but will also have the opportunity to work across UK government departments. The role will work with senior officials and ministers and will speak on behalf of the UK at the UN. As well as being part of the UK Mission, this role will also be a full member of DFID’s United Nations and Commonwealth Department, a global team headquartered in Scotland.

Responsibilities:
• Manage effective relationships between the UK and UNICEF and UN Women in New York, to ensure efficient and effective use of UK financial contributions and to achieve UK policy objectives.
• Provide effective and efficient programme management of the UK's annual core contribution of £40 million to UNICEF and £12.5 million UN Women according to DFID's requirements, including writing annual reviews and project completion reports for the existing core funding arrangements, designing new logical frameworks and contributing to business cases for future funding, and ensuring timely and accurate project reporting and financial management.
• Help deliver the UK's reform objectives for UNICEF and UN Women. These are currently set out in the 2011 Multilateral Aid Review (MAR) and include improved strategic and performance management (results reporting and human resource management), cost and value consciousness and contribution to results.
• Contribute to the 2015 MAR and other DFID processes, including through the provision or facilitation of analysis on UNICEF and UN Women.
• Work with policy managers in DFID and the UK Mission to develop policy positions in relation to the agencies, including helping to shape UNICEF and UN Women's contribution to implementing the post-2015 development agenda.
• Represent the UK and negotiate on its behalf at UNICEF and UN Women Executive Boards.
• Represent the UK on relevant development policy issues in EU, General Assembly and ECOSOC negotiations.
• Prepare statements, briefs and reporting on UNICEF, UN Women and wider UN development issues.
• Assist and advise government ministers and officials visiting New York
• Manage a comprehensive network of contacts across other New York Permanent Missions, UN Agencies, the UN Secretariat and UK Government Departments
• Play an active part as a member of DFID's United Nations and Commonwealth Department, including contributing to team meetings and events. You may be required, on occasion, to travel to Scotland and London.
• Provide assistance to other members of the UK Mission and DFID.
• Perform other duties as required and work flexibly, adjusting to changing priorities as needed.

**Qualifications:**

**Essential characteristics are:**

• Excellent negotiation, influencing and communication skills, including written communications
• Ability to deliver high quality results on multiple areas of work to tight deadlines
• Some familiarity with governance functions such as audit and oversight, results-based management and budgets
• Excellent understanding of international development and the post-2015 framework
• Programme management experience
• English fluency

**Desirable characteristics are:**

• Extensive knowledge and understanding of the UN and development system
• Understanding of Member State Permanent Missions and how they interact with the UN
• Previous experience of development work in a developing country
• Familiarity of working in public service, particularly the UK civil service
• Masters degree in Economics, Political Science, or Social Science would be advantageous

Under US State Department requirements, the UK Mission may only employ, as non-diplomatic staff, persons who are US citizens, US Green Card holders or G visa holders. If you hold a visa other than a G visa you are not currently eligible to work at the Embassy. Please refer to our website for information on exceptions to this policy at www.gov.uk/government/world/usa. All candidates will be subject to background checks and security clearance.
*A visas or NATO visas with EAD cards are acceptable at the Embassy, Consulates, and British Defence Staff (BDS) outposts. The UK Mission to the UN (UKMIS) accepts G visas.

**Salary and Benefits:**
The British Embassy Network offers a strong benefits package. This package includes medical, dental, vision, life, long term and short term disability insurance, a 401(k) retirement savings plan, generous vacation and leave time, and an enriching training package.

The target salary for this position is $72,400 gross annualized. Salary will be confirmed upon offer of employment. Individuals who are Green Card holders, UK/US dual citizens, and non US taxpaying citizens will be paid a net salary based on a simulated US tax status.

**To Apply:**
Resume and a cover letter with salary history should be submitted by 27 June 2015. Internal candidates must address their resumes through the Head of Group before applying.

Only successful candidates will be contacted. Please no phone calls. Due to the high volume of resumes we receive, we cannot guarantee consideration of your application if the submission instructions are not properly followed.

We welcome candidates of any race, colour, religion, sex, sexual orientation and gender identity, disability, age, or any other category. The Mission is committed to building a diverse environment. UKMIS New York prides itself on upholding the principles of diversity and inclusion and providing equal opportunities for all.

We strive to nurture a diverse workforce by promoting policies that emphasize fairness, transparency, creativity and a comfortable and safe working environment in which individual differences are respected and the contributions of all staff are recognized and valued. The Mission values honesty, integrity, professionalism, and teamwork. Treating all colleagues with respect is fundamental. We have a zero tolerance policy towards bullying, harassment and discrimination. We want staff to express themselves freely,
Physicians for Human Rights
Using science and medicine to stop human rights violations

About Us | Issues | Forensics | Asylum | Resources | Donate

Home > About > Careers

Researcher

Position Summary
Physicians for Human Rights (PHR) is seeking an experienced researcher to work as part of its research and investigations team in documenting and exposing war crimes and mass atrocities. The researcher will be responsible for monitoring global human rights issues, conducting field investigations, cultivating networks of contacts among local and international stakeholders, writing reports and communications materials, and conducting advocacy briefings.

To be successful in this role, you must have a genuine commitment to human rights and PHR's mission. You will be a strong communicator with experience working in the field, undertaking advocacy work, and meeting tight deadlines. This position reports to the senior researcher and is based in PHR's headquarters in New York City.

Responsibilities
- Research, document, and expose mass atrocities and other grave violations of human rights in target countries through the systematic collection and analysis of information from eye-witnesses, survivors, local and international organizations, media, government officials, and other field sources.
- Draft timely, well-substantiated, and compelling reports on human rights and humanitarian law violations. Such reports should conform to PHR's research methodology, maintain confidentiality where appropriate, and safeguard research data and forensic evidence.
- Write additional communications materials (e.g. briefing papers, opinion pieces, and correspondence with governments and intergovernmental agencies) stemming from research findings.
- Monitor and report on global human rights issues and emerging conflicts while contextualizing rights violations within the broader political, historical, and social environments in target countries.
- Identify advocacy opportunities and develop and implement advocacy and media strategies as required.
- Build and maintain networks of local and international contacts in target countries.
- Be able to work flexible hours, travel internationally as required, and respond to crises and urgent situations.
- Carrying out other duties as required.

Reports to: Senior Researcher

Location: New York, NY

Qualifications
- An advanced degree in international relations, journalism, law, public health, a related field, or equivalent experience.
- Minimum three years' experience working on human rights or related issues with extensive field experience.
- Excellent writing and editing skills and demonstrated ability to defend and explain complex issues and translate information for a variety of audiences.
- Strong initiative and follow-through with demonstrated ability to multi-task and work quickly under pressure and short deadlines.
- Sound political judgment and familiarity with international human rights law, global advocacy, and international justice mechanisms.
- Strong interpersonal skills and the ability to work collaboratively within PHR, as well as with local partners, government officials, and others, are essential.
- Ability to conduct interviews effectively and with sensitivity among a wide range of people, including victims and witnesses.
- Working knowledge of the benefits of social media and other media channels in the human rights field.
- A track record of influencing decision makers and lobbying to effect change is desirable.
- Experience working and/or living outside the United States is desirable.
- Ability to display good judgement, resilience, and creativity.
- Candidates for this position must possess current U.S. work authorization valid for a
minimum of two years from start date.

How to Apply

Please email a cover letter (with compensation requirements) and resume to resumes@phrusa.org. Please include "Researcher Ref PRO-15-003" in the subject line.

PHR is an equal opportunity employer. We value a diverse workforce and an inclusive culture. PHR encourages applications from all qualified individuals without regard to race, color, religion, gender, sexual orientation, age, national origin, marital status, citizenship, disability, and veteran status.

Date Posted: May 28, 2015
US Bureau of Labor Statistics Data
## U.S. Bureau of Labor Statistics

### Political Scientists

#### Summary

Political scientists often analyze government policy.

<table>
<thead>
<tr>
<th>Quick Facts: Political Scientists</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
<td>$102,000 per year</td>
</tr>
<tr>
<td></td>
<td>$49.04 per hour</td>
</tr>
<tr>
<td>Entry-Level Education</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
<td>None</td>
</tr>
<tr>
<td>On-the-Job Training</td>
<td>None</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
<td>6,600</td>
</tr>
<tr>
<td>Job Outlook, 2012-22</td>
<td>21% (Faster than average)</td>
</tr>
<tr>
<td>Employment Change, 2012-22</td>
<td>1,400</td>
</tr>
</tbody>
</table>

### What Political Scientists Do

Political scientists study the origin, development, and operation of political systems. They research political ideas and analyze governments, policies, political trends, and related issues.

### Work Environment

Political scientists work full time in an office. They sometimes work overtime to finish reports and meet deadlines. About half worked in the federal government in 2012.

### How to Become a Political Scientist

Political scientists need a master's degree or Ph.D. in political science, public administration, or a related field.

### Pay

The median annual wage for political scientists was $102,000 in May 2012.

### Job Outlook

Employment of political scientists is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,400 new jobs over
to exceed the number of available positions.

**Similar Occupations**

Compare the job duties, education, job growth, and pay of political scientists with similar occupations.

**More Information, Including Links to O*NET**

Learn more about political scientists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

### What Political Scientists Do

![Political scientists advise governments, businesses, or organizations on political issues.](image)

Political scientists study the origin, development, and operation of political systems. They research political ideas and analyze governments, policies, political trends, and related issues.

### Duties

Political scientists typically do the following:

- Research political subjects, such as the U.S. political system, relations between the United States and foreign countries, and political ideologies
- Collect and analyze data from sources such as public opinion surveys and election results
- Use qualitative sources, such as historical documents, to develop theories
- Use quantitative methods, such as statistical analysis, to test theories
- Evaluate the effects of policies and laws on government, businesses, and people
- Monitor current events, policy decisions, and other issues relevant to their work
- Forecast political, economic, and social trends
- Present research results by writing reports, giving presentations, and publishing articles

Political scientists usually conduct research within one of four primary subfields: American politics, comparative politics, international relations, or political theory.

Often, political scientists use qualitative methods in their research, gathering information from numerous sources. For example, they may use historical documents to analyze past government structures and policies.

Political scientists also rely heavily on quantitative methods to develop and research theories. For example, they may analyze data to see whether a relationship exists between a certain political system and a particular outcome. In so
Political scientists can study topics such as U.S. political parties, how political structures differ among countries, globalization, and the history of political thought.

Political scientists also work as policy analysts. In this position, they may work for a variety of organizations that have a stake in policy, such as government, labor, and political organizations. They also evaluate current policies and events using public opinion surveys, economic data, and election results. From these sources, they can learn the expected impact of new policies.

Political scientists often research the specific effects of government policies on a particular region or population, both domestically and internationally. In doing so, they can examine how a particular policy affects a social group, economy, or environment. They provide information and analysis that help in planning, developing, or carrying out policies.

Many people with a political science background become postsecondary teachers and high school teachers.

**Work Environment**

![Political scientists often present their findings.](image)

Political scientists held about 6,600 jobs in 2012. About half worked for the federal government. Others worked for think tanks, nonprofit organizations, colleges and universities, political lobbying groups, and labor organizations.

**Work Schedules**

Political scientists work full time in an office. They may work overtime to finish reports and meet deadlines.

**How to Become a Political Scientist**
Political scientists often work alone, collecting information, analyzing data, and writing reports.

Political scientists need a master’s degree or Ph.D. in political science, public administration, or a related field.

**Education**

Jobseekers with a bachelor’s degree in political science usually qualify for entry-level positions in many related fields. Some qualify for entry-level positions as research assistants for research organizations, political campaigns, nonprofit organizations, or government agencies. Many go into fields outside of politics and policymaking, such as business or law.

Most political scientists need to complete either a master’s or Ph.D. program. To be admitted to a graduate program, applicants should complete undergraduate courses in political science, writing, and statistics. Applicants also benefit from having related work or internship experience. Working in an internship on a congressional staff or for a research organization will help applicants gain experience writing, researching, analyzing data, or working with policy issues.

Political scientists often complete a master of public administration (MPA), master of public policy (MPP), or master of public affairs degree. These programs usually combine several disciplines, and students can choose to concentrate in a specific area of interest. Most offer core courses in research methods, policy formation, program evaluation, and statistics. Some colleges and universities also offer master’s degrees in political science, international relations, or other applied political science specialties.

Political scientists can also complete a Ph.D. program, which requires several years of coursework followed by independent research for a dissertation. Most Ph.D. candidates choose to specialize in one of four primary subfields of political science: American politics, comparative politics, international relations, or political theory.

Political scientists who teach at colleges and universities need a Ph.D. Graduates with a master’s degree in political science sometimes become postsecondary teachers and high school teachers.

**Other Experience**

Jobseekers who have earned a bachelor’s degree can benefit from internships or volunteer work when looking for entry-level positions in political science or a related field. They give students a chance to apply their academic knowledge in a professional setting and develop skills needed for the field.

**Important Qualities**

*Analytical skills.* Political scientists often use qualitative and quantitative research methods. They rely on their analytical skills when they collect, evaluate, and interpret data.

*Critical-thinking skills.* Political scientists must be able to examine and process available information and draw logical conclusions from their findings.
Intellectual curiosity. Political scientists must continually explore new ideas and information to produce original papers and research. They must stay current on political subjects and come up with new ways to think about and address issues.

Writing skills. Writing skills are essential for those who write papers on political issues. They must be able to convey their research results clearly.

Pay

Political Scientists

Median annual wages, May 2012

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political scientists</td>
<td>$102,000</td>
</tr>
<tr>
<td>Social scientists and related workers</td>
<td>$89,290</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>$34,750</td>
</tr>
</tbody>
</table>

Note: All occupations includes all occupations in the U.S. Economy.

The median annual wage for political scientists was $102,000 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $49,290, and the top 10 percent earned more than $155,490.

In May 2012, the median annual wages for political scientists in the top three industries employing political scientists were as follows:

- Federal government, excluding postal service: $115,740
- Scientific research and development services: 99,500
- Colleges, universities, and professional schools; state, local, and private: 65,030

Political scientists work full time in an office. They may work overtime to finish reports and meet deadlines.

Job Outlook

Political Scientists

Percent change in employment, projected 2012-22
Employment of political scientists is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,400 new jobs over the 10-year period.

Employment will increase in response to a growing interest in public policy and political issues. There will be demand for jobseekers with extensive knowledge of political systems, institutions, and policies.

Political organizations, lobbying firms, and many nonprofit, labor, and social organizations will rely on the knowledge of political scientists to manage complicated legal and regulatory issues and policies. Political scientists will also be needed at think-tanks to focus specifically on politics and political theory. Organizations that research or advocate for specific causes, such as immigration, healthcare, or the environment, will also need political scientists to analyze policies relating to their field.

The federal government employs about half of all political scientists, and political scientists will continue to be needed in the government to assess the impact of government policies, such as the efficiencies of public services, effects of departmental cuts, and advantages of proposed improvements.

Job Prospects

Political scientists should face strong competition for most jobs. The small number of positions, combined with the popularity of political science programs in colleges and universities, means that there will likely be many qualified candidates for relatively few positions.

Candidates with a graduate degree, strong writing and analytical skills, and experience researching or performing policy analysis should have the best job prospects. Candidates who have specialized knowledge or experience in their field of interest will also have better job opportunities.

Some candidates with a bachelor’s degree in political science may find entry-level jobs as assistants and research assistants. Many will also find positions outside of politics and policy in fields such as business and law.

Employment projections data for Political Scientists, 2012-22

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Political scientists</td>
<td>19-3094</td>
<td>6,600</td>
<td>8,000</td>
<td>21</td>
<td>1,400</td>
<td>(XLS)</td>
</tr>
</tbody>
</table>

### Similar Occupations

This table shows a list of occupations with job duties that are similar to those of political scientists.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>JOB DUTIES</th>
<th>ENTRY-LEVEL EDUCATION</th>
<th>2012 MEDIAN PAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anthropologists and Archeologists</strong></td>
<td>Anthropologists and archeologists study the origin, development, and behavior of humans. They examine the cultures, languages, archeological remains, and physical characteristics of people in various parts of the world.</td>
<td>Master's degree</td>
<td>$57,420</td>
</tr>
<tr>
<td><strong>Economists</strong></td>
<td>Economists study the production and distribution of resources, goods, and services by collecting and analyzing data, researching trends, and evaluating economic issues.</td>
<td>Master's degree</td>
<td>$91,660</td>
</tr>
<tr>
<td><strong>Market Research Analysts</strong></td>
<td>Market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.</td>
<td>Bachelor's degree</td>
<td>$60,300</td>
</tr>
<tr>
<td><strong>Postsecondary Teachers</strong></td>
<td>Postsecondary teachers instruct students in a wide variety of academic and vocational subjects beyond the high school level. They also conduct research and publish scholarly papers and books.</td>
<td>See How to Become One</td>
<td>$68,970</td>
</tr>
<tr>
<td><strong>Sociologists</strong></td>
<td>Sociologists study society and social behavior by examining the</td>
<td>Master's degree</td>
<td>$74,960</td>
</tr>
<tr>
<td>OCCUPATION</td>
<td>JOB DUTIES</td>
<td>ENTRY-LEVEL EDUCATION</td>
<td>2012 MEDIAN PAY</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Survey Researchers</td>
<td>Survey researchers design surveys and analyze data. Surveys are used to collect factual data, such as employment and salary information, or to ask questions in order to understand people’s opinions, preferences, beliefs, or desires.</td>
<td>Master’s degree</td>
<td>$45,050</td>
</tr>
<tr>
<td>Urban and Regional Planners</td>
<td>Urban and regional planners develop plans and programs for the use of land. Their plans help create communities, accommodate population growth, and revitalize physical facilities in towns, cities, counties, and metropolitan areas.</td>
<td>Master’s degree</td>
<td>$65,230</td>
</tr>
</tbody>
</table>

Contacts for More Information

For more information about political scientists, visit
American Political Science Association

For more information about college programs in public affairs and administration, visit
National Association of Schools of Public Affairs and Administration

O*NET

Political Scientists

Suggested citation:

Publish Date: Wednesday, January 8, 2014
U.S. Bureau of Labor Statistics

Occupational Employment Statistics

Occupational Employment and Wages, May 2014

19-3094 Political Scientists

Study the origin, development, and operation of political systems. May study topics, such as public opinion, political decision-making, and ideology. May analyze the structure and operation of governments, as well as various political entities. May conduct public opinion surveys, analyze election results, or analyze public documents. Excludes "Survey Researchers" (19-3022).

National estimates for this occupation
Industry profile for this occupation
Geographic profile for this occupation

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,640</td>
<td>4.9 %</td>
<td>$50.00</td>
<td>$104,000</td>
<td>3.0 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$25.07</td>
<td>$36.35</td>
<td>$50.44</td>
<td>$66.10</td>
<td>$74.02</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$52,150</td>
<td>$75,610</td>
<td>$104,920</td>
<td>$137,500</td>
<td>$153,960</td>
</tr>
</tbody>
</table>

Industry profile for this occupation: Top

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the Create Customized Tables function.

Industries with the highest levels of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Executive Branch (OES Designation)</td>
<td>3,180</td>
<td>0.16</td>
<td>$56.44</td>
<td>$117,390</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>720</td>
<td>0.11</td>
<td>$50.11</td>
<td>$104,220</td>
</tr>
<tr>
<td>Industry</td>
<td>Employment (1)</td>
<td>Percent of industry employment</td>
<td>Hourly mean wage</td>
<td>Annual mean wage (2)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>460</td>
<td>0.02</td>
<td>$31.27</td>
<td>$65,040</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>450</td>
<td>0.04</td>
<td>$48.07</td>
<td>$99,990</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>220</td>
<td>0.00</td>
<td>$33.02</td>
<td>$68,690</td>
</tr>
</tbody>
</table>

Industries with the highest concentration of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Executive Branch (OES Designation)</td>
<td>3,180</td>
<td>0.16</td>
<td>$56.44</td>
<td>$117,390</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>720</td>
<td>0.11</td>
<td>$50.11</td>
<td>$104,220</td>
</tr>
<tr>
<td>Social Advocacy Organizations</td>
<td>190</td>
<td>0.09</td>
<td>$36.77</td>
<td>$76,480</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>450</td>
<td>0.04</td>
<td>$48.07</td>
<td>$99,990</td>
</tr>
<tr>
<td>Other Professional, Scientific, and Technical Services</td>
<td>180</td>
<td>0.03</td>
<td>$41.31</td>
<td>$85,930</td>
</tr>
</tbody>
</table>

Top paying industries for this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
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<td>450</td>
<td>0.04</td>
<td>$48.07</td>
<td>$99,990</td>
</tr>
<tr>
<td>Advertising, Public Relations, and Related Services</td>
<td>(8)</td>
<td>(8)</td>
<td>$42.45</td>
<td>$88,310</td>
</tr>
<tr>
<td>Other Professional, Scientific, and Technical Services</td>
<td>180</td>
<td>0.03</td>
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<td>$85,930</td>
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Geographic profile for this occupation: Top

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the Create Customized Tables function.
U.S. Bureau of Labor Statistics

Economists

Summary

Economists interpret and forecast market trends.

<table>
<thead>
<tr>
<th>Quick Facts: Economists</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012 Median Pay</strong></td>
</tr>
<tr>
<td>$91,860 per year</td>
</tr>
<tr>
<td>$44.16 per hour</td>
</tr>
<tr>
<td><strong>Entry-Level Education</strong></td>
</tr>
<tr>
<td>Master’s degree</td>
</tr>
<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>On-the-Job Training</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Number of Jobs, 2012</strong></td>
</tr>
<tr>
<td>16,900</td>
</tr>
<tr>
<td><strong>Job Outlook, 2012-22</strong></td>
</tr>
<tr>
<td>14% (As fast as average)</td>
</tr>
<tr>
<td><strong>Employment Change, 2012-22</strong></td>
</tr>
<tr>
<td>2,300</td>
</tr>
</tbody>
</table>

What Economists Do

Economists study the production and distribution of resources, goods, and services by collecting and analyzing data, researching trends, and evaluating economic issues.

Work Environment

Although the majority of economists work independently in an office, some collaborate with other economists and statisticians. Most economists work full time during regular business hours, but occasionally they work long hours to meet deadlines.

How to Become an Economist

Most economists need a master’s degree or Ph.D. However, some entry-level jobs—primarily in the federal government—are available for workers with a bachelor’s degree.

Pay

The median annual wage for economists was $91,860 in May 2012.

Job Outlook
Employment of economists is projected to grow 14 percent from 2012 to 2022, about as fast as the average for all occupations. Job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and related work experience.

Similar Occupations

Compare the job duties, education, job growth, and pay of economists with similar occupations.

More Information, Including Links to O*NET

Learn more about economists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Economists Do

Economists study the production and distribution of resources, goods, and services by collecting and analyzing data, researching trends, and evaluating economic issues.

Duties

Economists typically do the following:

- Research and analyze economic issues
- Conduct surveys and collect data
- Analyze data using mathematical models and statistical techniques
- Prepare reports, tables, and charts that present research results
- Interpret and forecast market trends
- Advise businesses, governments, and individuals on economic topics
- Design policies or make recommendations for solving economic problems
- Write articles for publication in academic journals and other media sources

Economists apply economic analysis to issues within a variety of fields, such as education, health, development, and the environment. Some economists study the cost of products, healthcare, or energy. Others examine employment levels, business cycles, or exchange rates. Still, others analyze the effect of taxes, inflation, or interest rates.

Economists often study historical trends and use them to make forecasts. They research and analyze data using a variety of software programs, including spreadsheets, statistical analysis, and database management programs.

Nearly half of all economists work in federal, state, and local government. Federal government economists collect and analyze data about the U.S. economy, including employment, prices, productivity, and wages among other types of
data. They also project spending needs and inform policymakers on the economic impact of laws and regulations.

Many economists work for corporations and help them understand how the economy will affect their business. Specifically, economists may analyze issues such as consumer demand and sales to help a company maximize its profits.

Economists also work for research firms and think tanks, where they study and analyze a variety of economic issues. Their analyses and forecasts are frequently published in newspapers and journal articles.

Some economists work for companies with major international operations and for international organizations such as the World Bank, International Monetary Fund, and United Nations.

Many people with an economics background become postsecondary teachers.

The following are examples of types of economists:

Econometricians develop models and use mathematical analyses to test economic relationships. They use techniques such as calculus, game theory, and regression analysis to explain economic facts or trends in all areas of economics.

Financial economists analyze savings, investments, and risk. They also study financial markets and financial institutions.

Industrial organization economists study how companies within an industry are organized and how they compete. They also examine how antitrust laws, which regulate attempts by companies to restrict competition, affect markets.

International economists study international trade and the impact of globalization. They also examine global financial markets and exchange rates.

Labor economists study the supply of workers and the demand for labor by employers. Specifically, they research employment levels and how wages are set. They also analyze the effects of labor-related policies, such as minimum wage laws, and institutions, such as unions.

Macroeconomists and monetary economists examine the economy as a whole. They may research trends related to unemployment, inflation, and economic growth. They also study fiscal and monetary policies, which examine the effects of money supply and interest rates on the economy.

Microeconomists study supply and demand decisions of individuals and firms. For example, they may determine the quantity of products consumers will demand at a particular price.

Public finance economists study the role of government in the economy. Specifically, they may analyze the effects of tax cuts, budget deficits, and welfare policies.

Work Environment
Economists typically work with computers.

Economists held about 16,900 jobs in 2012, of which 45 percent were in government. Another 19 percent worked in management, scientific, and professional consulting services.

The industries that employed the most economists in 2012 were as follows:

- Federal government, excluding postal service: 28%
- Management, scientific, and technical consulting services: 19%
- State and local government, excluding education and hospitals: 17%
- Scientific research and development services: 10%
- Finance and insurance: 5%

Economists typically work independently in an office. However, many economists collaborate with other economists and statisticians, sometimes working on teams. Some economists work from home, and others may be required to travel as part of their job or to attend conferences.

Some economists combine a full-time job in universities or business with part-time consulting work.

Work Schedules

Most economists work full time. Some work under pressure of deadlines and tight schedules that may require long hours.

How to Become an Economist

Most economists need a master’s degree or Ph.D. However, some entry-level jobs—primarily in government—are available for workers with a bachelor’s degree.

Education

A master’s degree or Ph.D. is required for most economist jobs. Positions in business, research, or international organizations often require a combination of graduate education and work experience.

Students can pursue an advanced degree in economics with a bachelor’s degree in a number of fields, but a strong background in math is essential. A Ph.D. in economics requires several years of study after earning a bachelor’s degree, including completion of detailed research in a specialty field.
Candidates with a bachelor's degree qualify for some entry-level economist positions, including jobs with the federal government. An advanced degree is sometimes required for advancement to higher level positions.

Most who complete a bachelor's degree in economics find jobs outside the economics profession as research assistants, financial analysts, market research analysts, and similar positions in business, finance, and consulting.

**Other Experience**

Aspiring economists can gain valuable experience from internships that involve gathering and analyzing data, researching economic issues and trends, and writing reports on their findings. In addition, related experience, such as working in business or finance, can be advantageous.

**Important Qualities**

**Analytical skills.** Economists must be able to review data, observe patterns, and draw logical conclusions. For example, some economists analyze historical employment trends to make future projections on jobs.

**Communication skills.** Economists must be able to explain their work to others. They may give presentations, explain reports, or advise clients on economic issues. They may collaborate with colleagues and sometimes must explain economic concepts to those without a background in economics.

**Critical-thinking skills.** Economists must be able to use logic and reasoning to solve complex problems. For instance, they might identify how economic trends may affect an organization.

**Detail oriented.** Economists must pay attention to details. Precise data analysis is necessary to ensure accuracy in their findings.

**Math skills.** Economists use the principles of statistics, calculus, and other advanced topics in mathematics in their economic analyses.

**Writing skills.** Economists must be able to present their findings clearly. Many economists prepare reports for colleagues or clients; others write for publication in journals or for news media.

**Pay**

<table>
<thead>
<tr>
<th>Economists</th>
<th>$91,860</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social scientists and related workers</td>
<td>$69,290</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>$34,750</td>
</tr>
</tbody>
</table>

Note: All Occupations includes all occupations in the U.S. Economy.

The median annual wage for economists was $91,860 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than the amount and half earned less. The lowest 10 percent earned less than...
$31,410, and the top 10 percent earned more than $155,490.

In May 2012, the median annual wages for economists in the top five industries employing economists were as follows:

- Finance and insurance: $110,580
- Federal government, excluding postal service: $106,850
- Scientific research and development services: $94,630
- Management, scientific, and technical consulting services: $91,570
- State and local government, excluding education and hospitals: $63,880

Most economists work full time. Some work under pressure of deadlines and tight schedules that may require long hours.

Job Outlook

<table>
<thead>
<tr>
<th>Economists</th>
<th>Percent change in employment, projected 2012-22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Social scientists and related workers</td>
<td>11%</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>11%</td>
</tr>
</tbody>
</table>

Note: All Occupations includes all occupations in the U.S. Economy.

Employment of economists is projected to grow 14 percent from 2012 to 2022, about as fast as the average for all occupations.

Businesses and organizations across many industries are increasingly relying on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists should grow as a result of the increasing complexity of the global economy, additional financial regulations, and a more competitive business environment. As a result, demand for economists should be best in private industry, especially in management, scientific, and professional consulting services.

However, employment in the federal government—the largest employer of economists—is projected to decline. As a result, the need for economists in the federal government is likely to be limited.

Job Prospects

Job prospects should be best for those with a master's degree or Ph.D., strong quantitative and analytical skills, and
related work experience. As companies contract out economics-related work, most job openings for economists will be in consulting services.

Applicants with a bachelor's degree should face very strong competition for jobs. Although there will be greater demand for workers with knowledge of economics, many bachelor's degree holders will likely find jobs outside the economist occupation, working instead as research assistants, financial analysts, market analysts, and in similar positions in business, finance, and consulting.

### Employment projections data for Economists, 2012-22

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economists</td>
<td>19-3011</td>
<td>16,900</td>
<td>19,200</td>
<td>14%</td>
<td>2,300</td>
</tr>
</tbody>
</table>


### Similar Occupations

This table shows a list of occupations with job duties that are similar to those of economists.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>JOB DUTIES</th>
<th>ENTRY-LEVEL EDUCATION</th>
<th>2012 MEDIAN PAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuaries</td>
<td>Actuaries analyze the financial costs of risk and uncertainty. They use mathematics, statistics, and financial theory to assess the risk that an event will occur and they help businesses and clients develop policies that minimize the cost of that risk. Actuaries' work is essential to the insurance industry.</td>
<td>Bachelor's degree</td>
<td>$93,680</td>
</tr>
<tr>
<td>Budget Analysts</td>
<td>Budget analysts help public and private institutions organize their finances. They prepare budget reports and monitor institutional spending.</td>
<td>Bachelor's degree</td>
<td>$69,280</td>
</tr>
<tr>
<td>Financial Analysts</td>
<td>Financial analysts provide guidance to businesses and individuals making investment decisions. They assess the performance of</td>
<td>Bachelor's degree</td>
<td>$76,950</td>
</tr>
<tr>
<td>OCCUPATION</td>
<td>JOB DUTIES</td>
<td>ENTRY-LEVEL EDUCATION</td>
<td>2012 MEDIAN PAY</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Market Research Analysts</td>
<td>Market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.</td>
<td>Bachelor's degree</td>
<td>$60,300</td>
</tr>
<tr>
<td>Mathematicians</td>
<td>Mathematicians use advanced mathematics to develop and understand mathematical principles, analyze data, and solve real-world problems.</td>
<td>Master's degree</td>
<td>$101,360</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>Operations research analysts use advanced mathematical and analytical methods to help organizations investigate complex issues, identify and solve problems, and make better decisions.</td>
<td>Bachelor's degree</td>
<td>$72,100</td>
</tr>
<tr>
<td>Political Scientists</td>
<td>Political scientists study the origin, development, and operation of political systems. They research political ideas and analyze governments, policies, political trends, and related issues.</td>
<td>Master's degree</td>
<td>$102,000</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>Postsecondary teachers instruct students in a wide variety of academic and vocational subjects beyond the</td>
<td>See How to Become One</td>
<td>$68,970</td>
</tr>
</tbody>
</table>
### Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job Duties</th>
<th>Entry-Level Education</th>
<th>2012 Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statisticians</td>
<td>Statisticians use statistical methods to collect and analyze data and help solve real-world problems in business, engineering, the sciences, or other fields.</td>
<td>Master's degree</td>
<td>$75,560</td>
</tr>
<tr>
<td>Survey Researchers</td>
<td>Survey researchers design surveys and analyze data. Surveys are used to collect factual data, such as employment and salary information, or to ask questions in order to understand people's opinions, preferences, beliefs, or desires.</td>
<td>Master's degree</td>
<td>$45,050</td>
</tr>
</tbody>
</table>

### Contacts for More Information

For more information about economists, visit

**American Economic Association**

For information about careers in business economics, visit

**National Association for Business Economics**

For information on federal government education requirements for economist positions, visit

**U.S. Office of Personnel Management**

To find job openings for economists in the federal government, visit

**USAJOBS**

**O*NET**

**Economists**

**Environmental Economists**

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**Suggested citation:**

U.S. Bureau of Labor Statistics

Occupational Employment Statistics

Occupational Employment and Wages, May 2014

19-3011 Economists

Conduct research, prepare reports, or formulate plans to address economic problems related to the production and distribution of goods and services or monetary and fiscal policy. May collect and process economic and statistical data using sampling techniques and econometric methods. Excludes "Market Research Analysts and Marketing Specialists" (13-1161).

National estimates for this occupation
Industry profile for this occupation
Geographic profile for this occupation

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18,680</td>
<td>3.1 %</td>
<td>$50.62</td>
<td>$105,290</td>
<td>1.7 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$24.25</td>
<td>$32.84</td>
<td>$46.02</td>
<td>$62.44</td>
<td>$82.11</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$50,440</td>
<td>$68,310</td>
<td>$95,710</td>
<td>$129,880</td>
<td>$170,780</td>
</tr>
</tbody>
</table>

Industry profile for this occupation: Top

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the Create Customized Tables function.

Industries with the highest levels of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
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<td>----------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Monetary Authorities-Central Bank</td>
<td>380</td>
<td>2.20</td>
<td>$60.61</td>
<td>$126,070</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>3,100</td>
<td>0.49</td>
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<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutical and Medicine Manufacturing</td>
<td>90</td>
<td>0.03</td>
<td>$90.65</td>
<td>$188,550</td>
</tr>
<tr>
<td>Legal Services</td>
<td>50</td>
<td>(7)</td>
<td>$78.90</td>
<td>$164,100</td>
</tr>
<tr>
<td>Depository Credit Intermediation</td>
<td>140</td>
<td>0.01</td>
<td>$65.10</td>
<td>$135,420</td>
</tr>
<tr>
<td>Securities and Commodity Contracts Intermediation and Brokerage</td>
<td>280</td>
<td>0.06</td>
<td>$64.94</td>
<td>$135,080</td>
</tr>
<tr>
<td>Monetary Authorities-Central Bank</td>
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Geographic profile for this occupation: Top

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Public Relations and Fundraising Managers

Summary

Public relations and fundraising managers plan campaigns to raise donations or improve the public image of their clients.

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<tr>
<th>Quick Facts: Public Relations and Fundraising Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Median Pay</td>
</tr>
<tr>
<td>$95,450 per year</td>
</tr>
<tr>
<td>$45.89 per hour</td>
</tr>
<tr>
<td>Entry-Level Education</td>
</tr>
<tr>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Work Experience in a Related Occupation</td>
</tr>
<tr>
<td>5 years or more</td>
</tr>
<tr>
<td>On-the-Job Training</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Number of Jobs, 2012</td>
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<tr>
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<tr>
<td>Employment Change, 2012-22</td>
</tr>
<tr>
<td>8,000</td>
</tr>
</tbody>
</table>

What Public Relations and Fundraising Managers Do

Public relations managers plan and direct the creation of material that will maintain or enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.

Work Environment

Public relations and fundraising managers generally work in offices during regular business hours. However, many must travel to give speeches and meet with individuals who are important to their organization. Many work more than 40 hours per week.

How to Become a Public Relations or Fundraising Manager

Public relations and fundraising managers need at least a bachelor's degree and some positions may require a master's degree. Many years of related work experience is also necessary.

Pay

The median annual wage for public relations and fundraising managers was $95,450 in May 2012.
Job Outlook

Employment of public relations and fundraising managers is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. Employment of public relations managers will be driven by the need for organizations to maintain their public image in a high-information age and with the growth of social media. The need to raise funds for non-profit organizations will require more fundraising managers.

Similar Occupations

Compare the job duties, education, job growth, and pay of public relations and fundraising managers with similar occupations.

More Information, Including Links to O*NET

Learn more about public relations and fundraising managers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Public Relations and Fundraising Managers Do

Public relations and fundraising managers plan an organization’s communication with the public, including consumers, investors, and media outlets.

Public relations managers plan and direct the creation of material that will maintain or enhance the public image of their employer or client. Fundraising managers coordinate campaigns that bring in donations for their organization.

Duties

Public relations managers typically do the following:

- Write press releases and prepare information for the media
- Identify main client groups and audiences and determine the best way to reach them
- Designate an appropriate spokesperson or information source for media inquiries
- Help clients communicate effectively with the public
- Develop their organization’s or client’s corporate image and identity
- Assist and inform an organization’s executives and spokespeople
- Devise advertising and promotion programs
- Assign, supervise, and review the activities of staff

Fundraising managers typically do the following:

- Manage progress towards achieving an organization’s fundraising goals
- Develop and carry out fundraising strategies
- Identify and contact potential donors
- Create and plan different events that can generate donations
- Meet face-to-face with highly important donors
- Apply for grants
- Assign, supervise, and review the activities of staff

Public relations managers review press releases and sponsor corporate events to help maintain and improve the image of their organization or client.

Public relations managers help to clarify their organization's point of view to its main audience through media releases and interviews. They observe social, economic, and political trends that might ultimately affect their organization, and they recommend ways to enhance the firm's image based on those trends. For example, in response to a growing concern about the environment, the public relations manager for an oil company may create a campaign to publicize its efforts to develop cleaner fuels.

In large organizations, public relations managers often supervise a staff of public relations specialists. They also work with advertising, promotions, and marketing managers to ensure that advertising campaigns are compatible with the image the company or client is trying to portray. For example, if a firm decides to emphasize its appeal to a certain group, such as young people, the public relations manager needs to make sure that current advertisements are well received by that group.

In addition, public relations managers may handle internal communications, such as company newsletters, and may help financial managers produce an organization's reports. They may also help the organization's top executives by drafting speeches, arranging interviews, and maintaining other forms of public contact.

Public relations managers must be able to work well with many types of specialists to report the facts accurately. In some cases, the information they write has legal consequences. As a result, they must work with the company's or client's lawyers to be sure that the information they release is both legally accurate and clear to the public.

Fundraising managers oversee campaigns and events intended to bring in donations for their organization. Many organizations that employ fundraisers rely heavily on the donations they gather in order to run their operations.

Fundraising managers usually decide which fundraising techniques are necessary in a certain situation. Common techniques may include annual campaigns, capital campaigns, planned giving, or major gifts.

Those who work on annual campaigns focus heavily on contacting donors who have given in the past, and request that they give again. Finding new contacts for future donations is also a component of a successful annual campaign.

Capital campaigns are different; they are generally used to raise money over a shorter time period and for a specific project, such as the construction of a new building at a university.

Fundraisers who spend most of their time on planned giving must have specialized training in taxes regarding gifts of stocks, bonds, charitable annuities, and real estate bequests in a will.

Major gifts are a feature of many different campaigns and are generally requested personally given the large value of the potential donation.

Work Environment
Public relations managers and specialists work in fairly high-stress environments, often managing and organizing several events at the same time.

Public relations and fundraising managers held about 62,100 jobs in 2012.

The industries that employed the most public relations and fundraising managers in 2012 were as follows:

- Religious, grantmaking, civic, professional, and similar organizations: 24%
- Educational services; state, local, and private: 17%
- Health care and social assistance: 9%
- Advertising, public relations, and related services: 8%
- Management of companies and enterprises: 8%

Public relations and fundraising managers usually work in offices during regular business hours. However, many must travel to deliver speeches and attend meetings and community activities.

They work in high-stress environments, often managing and organizing several events at the same time.

**Work Schedules**

Most public relations and fundraising managers work full time, which often includes long hours. About 2 in 5 managers worked more than 40 hours per week in 2012.

**How to Become a Public Relations or Fundraising Manager**
A bachelor’s degree and years of work experience are typically needed for public relations or fundraising manager positions.

Public relations and fundraising managers need at least a bachelor’s degree and some positions may require a master’s degree. Many years of related work experience are also necessary.

Education

For public relations and fundraising management positions, a bachelor’s degree in public relations, communications, English, fundraising, or journalism is generally required. However, some employers prefer a master’s degree, particularly in public relations, journalism, fundraising, or nonprofit management.

Courses in advertising, business administration, public affairs, public speaking, and creative and technical writing can be helpful.

Licenses, Certifications, and Registrations

Although not mandatory, public relations managers can get accredited through the Public Relations Society of America. Candidates qualify based on years of experience and must pass an exam to become certified.

The Accredited Business Communicator credential is also available from the International Association of Business Communicators.

The Certified Fund Raising Executive program, offered by CFRE International, is voluntary, but fundraisers who pursue certification demonstrate a level of professional competency to prospective employers. To qualify, candidates are required to have 5 years of work experience in fundraising and have 80 hours of continuing education through conference attendance and classroom instruction. To keep their certification valid, fundraisers must apply for renewal every 3 years.

Work Experience in a Related Occupation

Public relations and fundraising managers must have several years of experience in a related or entry-level position, such as public relations specialist or fundraiser.

Lower level management positions may require only a few years of experience, whereas directors are more likely to need 5 to 10 years of related work experience.

Important Qualities

Communication skills. Managers deal with the public regularly; therefore, they must be friendly enough to build rapport and receive cooperation from their media contacts and donors.

Leadership skills. Public relations and fundraising managers often lead large teams of specialists or fundraisers and must be able to guide their activities.
Organizational skills. Public relations and fundraising managers are often in charge of running several events at the same time, requiring superior organizational skills.

Problem-solving skills. Managers sometimes must explain how the company or client is handling sensitive issues. They must use good judgment in what they report and how they report it.

Speaking skills. Public relations and fundraising managers regularly speak on behalf of their organization. When doing so, they must be able to explain the organization's position clearly.

Writing skills. Managers must be able to write well-organized and clear press releases and speeches. They must be able to grasp the key messages they want to get across and write them succinctly in order to keep the attention of busy readers or listeners.

Pay

Public Relations and Fundraising Managers

Median annual wages, May 2012

| Public relations and fundraising managers | $95,450 |
| Management occupations                  | $93,910 |
| Total, all occupations                  | $34,750 |

Note: All Occupations includes all occupations in the U.S. Economy.

The median annual wage for public relations and fundraising managers was $95,450 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $51,630, and the top 10 percent earned more than $180,480.

In May 2012, the median annual wages for public relations and fundraising managers in the top five industries in which these managers worked were as follows:

- Advertising, public relations, and related services  $119,500
- Management of companies and enterprises  111,030
- Religious, grantmaking, civic, professional, and similar organizations  93,580
- Educational services; state, local, and private  87,730
- Health care and social assistance  78,590

Most public relations and fundraising managers work full time, which often includes long hours. About 2 in 5 managers worked more than 40 hours per week in 2012.
Job Outlook

Public Relations and Fundraising Managers

Percent change in employment, projected 2012-22

<table>
<thead>
<tr>
<th>Public relations and fundraising managers</th>
<th>13%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, all occupations</td>
<td>11%</td>
</tr>
<tr>
<td>Management occupations</td>
<td>7%</td>
</tr>
</tbody>
</table>

Note: All Occupations includes all occupations in the U.S. Economy.

Employment of public relations and fundraising managers is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations.

As online social media increases the speed at which news travels, public relations managers will be needed to address good and bad news for their organization or client.

Organizations continue to emphasize community outreach and customer relations as a way to enhance their reputation and visibility. Public opinion can change quickly, particularly as news spreads rapidly through the Internet. Consequently, managers will be needed to coordinate and help respond to news developments in order to maintain their organization's reputation.

Fundraising managers are expected to become increasingly important for organizations (such as colleges and universities) that depend heavily on donations, as state funding for these institutions has fallen. More nonprofit organizations are focusing on cultivating an online presence and are increasingly using social media for fundraising activities.

Social media has created a new avenue for fundraising managers to connect with potential donors and to spread their organization's message.

Job Prospects

Competition for public relations and fundraising manager jobs is expected to be very strong.

Competition for jobs for public relations managers should be toughest at businesses that have large media exposure and also at the most prestigious public relations firms.

Job prospects for fundraising managers should be best for those with a master's degree in philanthropic studies or fundraising. These degree programs lead to experience in the industry, giving graduates an advantage over those who do not have such experience.

Employment projections data for Public Relations and Fundraising Managers, 2012-22

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Percent</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Numeric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Employment by Industry</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Public relations and fundraising managers</td>
<td>11-2031</td>
<td>62,100</td>
<td>70,100</td>
<td>13</td>
</tr>
</tbody>
</table>


**Similar Occupations**

This table shows a list of occupations with job duties that are similar to those of public relations and fundraising managers.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>JOB DUTIES</th>
<th>ENTRY-LEVEL EDUCATION</th>
<th>2012 MEDIAN PAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Sales Agents</td>
<td>Advertising sales agents sell advertising space to businesses and individuals. They contact potential clients, make sales presentations, and maintain client accounts.</td>
<td>High school diploma or equivalent</td>
<td>$46,290</td>
</tr>
<tr>
<td>Advertising, Promotions, and Marketing Managers</td>
<td>Advertising, promotions, and marketing managers plan programs to generate interest in a product or service. They work with art directors, sales agents, and financial staff members.</td>
<td>Bachelor's degree</td>
<td>$115,750</td>
</tr>
<tr>
<td>Craft and Fine Artists</td>
<td>Craft and fine artists use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles or other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one.</td>
<td>High school diploma or equivalent</td>
<td>$44,280</td>
</tr>
<tr>
<td>OCCUPATION</td>
<td>JOB DUTIES</td>
<td>ENTRY-LEVEL EDUCATION</td>
<td>2012 MEDIAN PAY</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>fundraisers organize events and campaigns to raise money and other donations for an organization. They may design promotional materials and increase awareness of an organization's work, goals, and financial needs.</td>
<td>Bachelor's degree</td>
<td>$50,680</td>
</tr>
<tr>
<td>Market Research Analysts</td>
<td>market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.</td>
<td>Bachelor's degree</td>
<td>$60,300</td>
</tr>
<tr>
<td>Multimedia Artists and Animators</td>
<td>multimedia artists and animators create animation and visual effects for television, movies, video games, and other forms of media.</td>
<td>Bachelor's degree</td>
<td>$61,370</td>
</tr>
<tr>
<td>Public Relations Specialists</td>
<td>public relations specialists create and maintain a favorable public image for the organization they represent. They design media releases to shape public perception of their organization and to increase awareness of its work and goals.</td>
<td>Bachelor's degree</td>
<td>$54,170</td>
</tr>
</tbody>
</table>

Contacts for More Information

For more information about public relations and fundraising managers, including professional certification in public relations, visit

CFRE International

Public Relations Society of America

International Association of Business Communicators

O*NET

Public Relations and Fundraising Managers

Suggested citation:
# U.S. Bureau of Labor Statistics

## Occupational Employment Statistics

### Occupational Employment and Wages, May 2014

**11-2031 Public Relations and Fundraising Managers**

Plan, direct, or coordinate activities designed to create or maintain a favorable public image or raise issue awareness for their organization or client; or if engaged in fundraising, plan, direct, or coordinate activities to solicit and maintain funds for special projects or nonprofit organizations.

### National estimates for this occupation

Industry profile for this occupation

Geographic profile for this occupation

### National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,920</td>
<td>1.2 %</td>
<td>$55.48</td>
<td>$115,400</td>
<td>0.6 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$26.64</td>
<td>$35.53</td>
<td>$48.80</td>
<td>$68.80</td>
<td>(5)</td>
</tr>
<tr>
<td>Annual Wage (2)</td>
<td>$55,420</td>
<td>$73,910</td>
<td>$101,510</td>
<td>$143,110</td>
<td>(5)</td>
</tr>
</tbody>
</table>

### Industry profile for this occupation: Top

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the Create Customized Tables function.

Industries with the highest levels of employment in this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment (1)</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>7,650</td>
<td>0.26</td>
<td>$52.04</td>
<td>$108,250</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>6,200</td>
<td>0.28</td>
<td>$63.11</td>
<td>$131,280</td>
</tr>
</tbody>
</table>

249
<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising, Public Relations, and Related Services</td>
<td>5,370</td>
<td>1.14</td>
<td>$70.12</td>
<td>$145,850</td>
</tr>
<tr>
<td>Business, Professional, Labor, Political, and Similar Organizations</td>
<td>3,990</td>
<td>0.94</td>
<td>$53.65</td>
<td>$111,600</td>
</tr>
<tr>
<td>Grantmaking and Giving Services</td>
<td>3,400</td>
<td>2.56</td>
<td>$51.39</td>
<td>$106,890</td>
</tr>
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<td>3,400</td>
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<td>$51.39</td>
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</tr>
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<td>5,370</td>
<td>1.14</td>
<td>$70.12</td>
<td>$145,850</td>
</tr>
<tr>
<td>Social Advocacy Organizations</td>
<td>2,110</td>
<td>1.05</td>
<td>$51.46</td>
<td>$107,030</td>
</tr>
<tr>
<td>Business, Professional, Labor, Political, and Similar Organizations</td>
<td>3,990</td>
<td>0.94</td>
<td>$53.65</td>
<td>$111,600</td>
</tr>
<tr>
<td>Museums, Historical Sites, and Similar Institutions</td>
<td>990</td>
<td>0.68</td>
<td>$46.29</td>
<td>$96,280</td>
</tr>
</tbody>
</table>

Top paying industries for this occupation:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment</th>
<th>Percent of industry employment</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel, Piece Goods, and Notions Merchant Wholesalers</td>
<td>30</td>
<td>0.02</td>
<td>$85.62</td>
<td>$178,080</td>
</tr>
<tr>
<td>Wireless Telecommunications Carriers (except Satellite)</td>
<td>90</td>
<td>0.06</td>
<td>$84.49</td>
<td>$175,730</td>
</tr>
<tr>
<td>Accounting, Tax Preparation, Bookkeeping, and Payroll Services</td>
<td>90</td>
<td>0.01</td>
<td>$82.03</td>
<td>$170,630</td>
</tr>
<tr>
<td>Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers</td>
<td>(8)</td>
<td>(8)</td>
<td>$78.73</td>
<td>$163,760</td>
</tr>
<tr>
<td>Legal Services</td>
<td>130</td>
<td>0.01</td>
<td>$78.55</td>
<td>$163,370</td>
</tr>
</tbody>
</table>

Geographic profile for this occupation: Top

States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the Create Customized Tables function.
Current Global Initiatives in the School of Public Affairs

While CUNY’s many hundreds of study abroad opportunities provide a strong platform offering students opportunities to study abroad, we have developed or initiated several partnerships that speak directly to students interested in policy, administration, and comparative politics. A second goal is to provide faculty with the opportunity to get to know students and institutions in other nations, to provide them with opportunities to lecture to faculties and students while abroad, and to develop their own international scholarly networks. Programs still requiring approval are marked with an asterisk and will be presented to the CUNY Board of Trustees by Spring 2016.

Belgium, Ghent
The Ghent-SPA International Student Exchange Program offers the chance to study public administration, human resources management, and international organizations in Belgium, and learn about Public Affairs in the European context. We currently have a bi-lateral relationship with Ghent University (GU) and the University College Ghent (UCG), formerly two institutions currently undergoing a merger. The program is strong in Human Resources Management with particular depth in issues relating to the management of European Institutions. Masters-level instruction is in English; this program is open only to MPA students.

Brazil, Rio de Janeiro
PUC-Rio Pontifical Catholic University of Rio de Janeiro, commonly known as PUC-Rio, is a private non-profit Catholic University created in 1940. PUC-Rio is recognized as one of the top five universities in Brazil and a leading research institution that focuses primarily on the development of science and innovation.

Fundação Getulio Vargas (FGV) is a world renowned center for quality education dedicated to promoting Brazil's economic and social development. With eight schools, two research institutes, technical assistance projects and a publishing unit, FGV is ranked one of the top think tanks and top higher education institutions in the world. Brazilian School of Public and Business Administration (EBAPE) is one of the schools linked to Fundação Getulio Vargas (FGV). Its academic programs include: Undergraduation in Administration, Online Undergraduation in Technological Management Processes (FGV Online), Master of Public Administration, Executive Master of Business Administration, Doctor of Administration and Post-Doctorate in Administration.

China, Chengdu
The Southwestern University of Finance and Economics (SWUFE) is located in the capital city of Sichuan Province, an international metropolis considered to be the political, financial and educational center of Western China. SWUFE started to enroll overseas students in 1996 and at present the university offers 67 Master's degree programs and 32 Bachelor's degree programs to overseas students. The university also has four Bachelor’s degree programs and two Master’s degree programs delivered completely in English and these programs have trained several thousand foreign students from over 100 countries. Study at SWUFE through the Baruch College Exchange.
Germany, Berlin
The Berlin School of Economics and Law (BSEL) provides an opportunity for study abroad for undergraduate and graduate Baruch students. Study in English in the German capital at the Berlin School of Economics and Law through the Baruch/Berlin Exchange.

In addition starting in Summer 2016 SPA UG and G students have the ability to apply to attend a 3-4 week Summer School at the BSEL in the areas of INGO management and higher education administration. Both tracks include a 20 hour per week internship opportunity. This is a competitive program and students accepted into the program will be funded.

Mexico, Mexico City
Monterrey Institute of Technology and Higher Studies (Instituto Tecnologico y de Estudios Superiores de Monterrey, ITESM) is a private university on professional programs in engineering, architecture and business. ITESM has a network of campuses throughout Mexico. Study at the Monterrey Institute of Technology and Higher Studies through the Baruch College Exchange.

Singapore*
Nanyang Centre for Public Administration of The Nanyang Technological University, offers short-term non-credit certificate programs. They vary in length and can take place at varying times during the summer. Most are between 2-6 weeks in duration, offer an intensive and focused international experience.

Turkey, Ankara
Bilkent University in Ankara is recognized as one of the premier institutions of higher education in the country, staffed with renowned scholars and with excellent facilities. With 12,000 students enrolled, Bilkent has a growing number of exchange students with over 250 international partners. Ankara is Turkey's capital and second largest city. Study at Bilkent University through the Baruch College Exchange.

Bilkent University offers short-term non-credit certificate programs. They vary in length and can take place at varying times during the summer. Most are between 2-6 weeks in duration, offer an intensive and focused international experience.

Turkey, Istanbul
Koç University has a student body of under 5,000 students. Through its numerous exchange partnerships it brings around 300 students to its campus annually. Most courses are offered in English. Located in Sanyer, one of Istanbul's 32 districts, the campus nears both the beautiful coastline and lush forest. Its location in the magnificent historical city of Istanbul makes it an attractive destination for exchange students. Study at Koç University University through the Baruch College Exchange.
Koç University offers short-term non-credit certificate programs. They vary in length and can take place at varying times during the summer. Most are between 2-6 weeks in duration, offer an intensive and focused international experience.

Vietnam, Danang*
City of Danang is an exciting, friendly, and historically rich community with a fascinating political system and social traditions. The University of Danang offers short-term non-credit certificate programs. They vary in length and can take place at varying times during the summer. Most are between 2-6 weeks in duration, offer an intensive and focused international experience.

For Faculty:

Argentina

Baruch College School of Public Affairs Seminar Series in Argentina. The purpose of this seminar series is to enhance the prestige and prominence of Baruch College to a national and international audience. As part of the “Make a Global Perspective Central to the Baruch Experience” goal, the School of Public Affairs Office of Global Initiatives established annual seminars with our partner institutions in Argentina - Universidad Argentina de la Empresa (UADE) http://www.uade.edu.ar/ and the University of Buenos Aires’ Faculty of Economic Science http://home.econ.uba.ar/economicas/. Both universities will host seminars and SPA will be sending speakers to deliver lectures on a wide range of topics related to regional economic integration, business practices and relationships, human rights, and civil society.

Chengdu-Ghent-Berlin Consortium

SWUFE, Ghent, BSEL, and SPA host an annual conference every fall. (This fall the conference will be in Chengdu from October 23-25 and the topic will be on Governance and Compliance.) SPA will fund two faculty members to attend.

The WC2 Network

Baruch has taken the lead on CUNY’s role in the WC2 network. The network brings scholars from participating institutions together for conferences twice annually. Current members are, in addition to CUNY:

- Hong Kong Polytechnic University (Hong Kong)
- Politecnico di Milano (Milan, Italy)
- St. Petersburg State Polytechnic University (St. Petersburg, Russia)
- Technische Universitat Berlin (Berlin, Germany)
  Universidad Autonoma Metropolitana (Mexico City, Mexico)
- University of Sao Paulo (Sao Paulo, Brazil)
- City University London (London, England)
- Meiji University (Tokyo, Japan)
- University of the Witwatersrand (Johannesburg, South Africa)
• Ryerson University (Toronto, Canada)

In addition to the conferences, members encourage joint research projects, lecture opportunities, and student exchange among members.
Research Collaborations, Short-term teaching, Sabbatical Location, and Online Courses are applicable and now available at the following institutions:

Belgium, Ghent
University of Ghent

Brazil, Rio de Janeiro
Pontifical Catholic University of Rio de Janeiro (PUC-Rio)
Fundação Getulio Vargas (FGV)

China, Chengdu
The Southwestern University of Finance and Economics (SWUFE)

Germany, Berlin
The Berlin School of Economics and Law (BSEL)

Mexico, Mexico City
Monterrey Institute of Technology and Higher Studies

Singapore
Nanyang Centre for Public Administration of The Nanyang Technological University

Turkey, Ankara
Bilkent University

Turkey, Istanbul
Koç University

Vietnam, Danang
The University of Danang

Argentina, Buenos Aires
Universidad Argentina de la Empresa (UADE)