



Laurea / B.A. in Global Governance

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- 1. The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. Do you have similar Bachelor programs at your University? What is your personal opinion about such type of (Liberal Arts and Sciences) programs?**

Global Governance is a very important topic. States are no longer the only players. There are multilateral organizations and informal relations between private and public institutions. All this sort of informal cooperation highly impacts the life of regular citizens in each and every country. Global Governance reaches people even in the smallest community and this is why I believe studying in such a programme is really important. Every university with Social Science and Political Science departments should have this kind of programme. At my university I think they have an equivalent of Global Governance. It's more concentrated on theory of Global Governance, rather than the actual practice. Furthermore, currently it is the best moment to study Global Governance given the numerous shifts in the global power dynamic, with a rise of China and a weakening of the West. If one wants to understand these dynamics, he/she must study Global Governance.

- 2. One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional trainings so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that these activities are important for the placement of our students in a University/Master program like yours or is it too early to do them during a Bachelor?**

Internships are really important. In Rome you have many institutions in your vicinity. Pursuing an internship in an international organization would be interesting for GG students because it would allow them to focus a lot more on the global south. For instance, in my Institution called "Focus on the Global South" we have had interns, but the situation was different because we were smaller compared to bigger institutions. The UN and FAO may be able to bring in many interns at the same time and provide them with funds or a minimum pay, we were not. However, students that get the chance to work with my institution are more involved in research.

Having practical experience is really important because you get thrown into the lake and you must learn how to swim by yourself. You need to keep an open frame of mind and you accept that you will make some mistakes while learning how to swim.

If I could suggest something to interns is to watch out for possible abuses. They are often seen as free labour, and this leads bosses to exploiting them.

3. Global Governance is implementing the so-called "Mentors Project". The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Does your University/program use Mentors or something similar to enrich your students' knowledge of the world? If so, are they effective?

My own department does provide mentors. I believe mentoring is part of my job. My responsibility goes beyond teaching because I often need to give advice to young students. Furthermore, being part of the dissertation committee, I work closely with students for most of their academic career. Mentoring is a key practice both in the United States and in the Philippines.

Mentoring should be meant to provide students with the tools to identify and work out solutions to research problems. The mentor should not provide the solutions; he/she should let the student learn how to swim while giving valuable tips along the way.

4. In order to help our students, select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a bachelor's degree? Would you give a greater attention to a candidate from one of those three paths, or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?

No. I would not give any preference based on the major. I think that people are still figuring out what they are fit for during a bachelors. You really understand what you want to do when you are a grad student. However, I have had the chance to teach and mentor grad students that realize they were undergoing the wrong path and found what they really liked during their Master's. We, as Professors, need to understand that students are not fully formed in terms of their interest and passions.

I wouldn't even focus on grades too much. Grades are important but sometimes people might underperform until they find the area, they are really good at. Performance is often linked with motivation of what you want to do. I would suggest GG students who belong to a specific major to take courses from other areas as well as learning a new language. That's how you can get intrigued by other things. Also, if possible, a student could get involved in local politics because it is the best training for international and national politics.

5. Do you think that the Global Governance graduates that the course intends to train will be in demand by the labour market and/or University graduate programs over the next ten years? If not or only partly, what do you think is missing?

GG is a good training for people in many ways. But I would suggest not being too market oriented. In other words, it is more important how the students interact with the course itself and how he/she exposes himself/herself to other areas and other opportunities while being in GG. Furthermore, we must consider the variables of time and luck. Very often certain programs succeed thanks to the right timing and because of what is occurring around the world.

6. What are the competencies, skills and abilities that in general your University (or, if applicable, your Master) cherishes in an applicant?

Grades are being looked at, but the undergraduate grades are not determining factor, because our department believes that when you are young you don't really know what you want to do. However, once you discover what you want to do, you excel at that.

We also pay close attention to recruiting people of colour and women. This is important because much of our academic life has been dominated by white men because other genders or ethnicities were not supported enough.

I do not participate in the selection process, but I talk to my colleagues who do, and they believe it is a successful admission procedure given the diversity we have among our students.

7. Do you think that the Global Governance graduates that the course intends to train may perform well in graduate programs at your University? Please specify the names of the programs.

I think that people applying to the Sociology Department at the University of New York must have an interest in Sociology. Furthermore, they need to know that this is not applied Global Governance, but theoretical Global Governance. We look at how, overtime, relations with countries get formed in the context of the development of capitalism and how these relations lead to the creation of social structures and institutions. Thus, if you want to apply to our department, the concern with World System studies must be present.

8. What kind of extra training would you offer to our Bachelor students so that their skills and competences can better respond to the requirements of the graduate programs at your University?

As I said, if there is the opportunity to take internships, students should do it. Also, they shouldn't overspecialize but remain open to fields that might not seem relevant at first glance. Also, they should always follow what is occurring around the world and join civil society programs that oppose gender oppression and promote gender equality, or that are anti-racism or that promote with human rights.

9. Would you suggest any specific/special activity/project carried out in undergraduate programs at your University that could be included in the Global Governance BA?

It would be interesting to have programs that allow students to follow closely and understand the political shift that is moving populations towards a more right-wing populist stance. There is a stronger-than-ever need to study the far right nowadays. Also, it could be useful to have courses that take a critical stance and allow students to see what has gone wrong with neoliberalism and globalization. And again, courses on ethnocentrism and racism.

I would also suggest taking advantage of the city of Rome and connect or establish partnerships with institutions like FAO. In addition, it could be helpful to invite and establish a link with young civil servants who work in embassies or institutions. This approach would allow you to meet young bright and motivated speakers and to maintain good relations with them, before they eventually go on to become more famous and experienced.

10. Would your University be interested in an Erasmus/Overseas program with the Global Governance BA? If yes, are there any specific prerequisites or competences that our students should have in order to participate?

Regarding this, I will get back to you after consulting some other people that know the field of Overseas better.

11. Please report here any other comment or suggestion regarding the structure and contents of the Global Governance BA

(see question n. 9)