

GOVT 343

INTERNATIONAL POLITICAL ECONOMY

Global Affairs, George Mason University Korea
Summer 2019
(June 24-July 12, July 22-26, 2019)

GMUK G#106
MW 2:00PM-6:00PM; F 2PM-5:15PM

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COURSE DESCRIPTION

“What are exchange rates? What about trade deficits? What are key international economic institutions and what do they do?”

“Why is the U.S. going head to head with China on the trade front after almost two decades of strategic economic partnership? What is the Comprehensive and Progressive Trans-Pacific Partnership (CPTPP)? Which countries and corporations are in the lead for 5G technology? How does currency manipulation work? What has come about in the global energy market upon the shale gas revolution in 2011? Can the Gulf states still be rich when oil prices are going down? What will happen to the U.S. if Brexit is materialized? Will they have more than just black pudding on their breakfast plates? Can the EU solve its debt crisis? What’s the deal with China’s Belt and Road Initiative (BRI) and the Asian Infrastructure Investment Bank (AIIB)? Are the International Monetary Fund (IMF) and the World Bank (WB) genuinely happy to be a part of it? Will the World Trade Organization (WTO) survive Trump’s protectionism? Is Asia really the future of the global economy? What about South Korea and Japan, with their staggering growth rates and growing populations? Isn’t China’s economic growth also slowing down?”

Welcome to International Political Economy (IPE). The above questions are some of the most perennial questions of our time and must be tackled one by one in our course. This course is an advanced undergraduate course on the politics of international economic relations. It is designed to take one’s understanding of international relations to the next level by examining the detailed mechanisms of international trade and finance from the geoeconomic perspective. This course introduces students to the basic concepts as well as advanced understanding of international political economy. In this course, we will examine the interplay of economics and politics, and apply these to different issues in the world economy. Students in this course will focus on issues of contemporary significance, with attention to historical issues and basic political and economic concepts.

The global economy is in a flux with the ongoing trade wars as the U.S. and China competes for greater influence in the world. As the trade conflict accelerates, we are witnessing the gradual disengagement of the world’s biggest economies. The complications that arise from a potential Brexit also prompts us to have a clearer understanding of where the global economy is headed. Understanding the crux of the current trade trends has become more challenging than ever. In this class, we go about this challenge by a) breaking down the main actors and political interests involved in international trade and finance, b) questioning the rules of the game that have maintained the global economic order in the postwar period, and c) examining the changes that have been occurring in order to consider future projections in global trade.

COURSE OBJECTIVES & LEARNING OUTCOMES

Within the broader discipline of political science, International Relations (IR) is a relatively young sub-discipline – other sub-disciplines include American politics, comparative politics, political theory, public administration, public policy, political methodology, and political economy. In the field of political science, political economy can be studied and researched from the comparative and international angles. In this regard, International Political Economy (IPE) can be considered as a subfield of International Relations that observes economic phenomena from the international politics perspective.

There are three core objectives for this course. Upon completing this course, students will be able to: 1) think critically and independently about the international trading system and its transition; 2) explain the limitations of the existing mechanisms of international trade and finance; and 3) hold one's own perspective on the future of international trade.

PREREQUISITES: This is a 300-Level course for Track I. International Law/Political Science. Students enrolling in this course shall have taken **GOVT 132 Introduction to International Politics** or **GOVT 133 Introduction to Comparative Politics** prior to taking this course for a satisfactory experience. Students that have not taken the prerequisites but must take this course in order to fulfill credits toward graduation will be given an exception, on the condition that they read an introductory textbook on international relations and international organizations in tandem with the course assignments. Having taken **ECON 385 International Economic Policy**, **GOVT 367 Money, Markets and Economic Policy** or other introductory courses in economics is a plus but will not be a requirement.

This course intends to deliver (advanced) introductory contents of the discipline of IR categorized in the following four sections:

The first section of the course will provide the students with an introductory explanation and 'Perspectives on IPE' from four different angles: economic liberalism, mercantilism, structuralism (Marxism) and constructivism. This section will introduce students to basic concepts and theories in IPE which will be used as the basis of discussion for the rest of the semester. Students will be introduced to the benefits and drawbacks of differing perspectives of the causes of various features of the international economic system as well as a common vocabulary with which to discuss those features.

The second section of the course focuses on the 'Structures of IPE,' by uncovering the global production structure and making sense of structures in international trade as well as the international finance and monetary system. We now are witnessing a world where geoeconomic and geopolitical interests go hand in hand – which means that a **state's core national security interests are reflected in economic behavior of states and vice versa**. Therefore, in order to fully complement the understanding of the global economic structure, this section will also go over the international structures in global security and information. Define conflict and cooperation between states. Students will learn about traditional warfare and the changing nature of interstate wars with the advancement of technology. Students will be introduced to the origins of international economic institutions, the behavior of multi-national corporations (MNCs) and the role of foreign-direct investment, international trade, debt, and development in international politics.

The third section of the course will guide students toward 'States and Markets in the Global Economy,' with specific country cases from different corners of the globe. Notably, cases of the Asian Financial Crisis and Global Financial Crisis will be revisited, in tandem with the debt crisis in the European Union and Brexit. The cases of the emerging BRICS countries – notably China's economic rise and economic contest with the U.S., and the discrepancies in development among countries in the Middle East will be explained in tandem with energy and environment.

The fourth and final section of the course examines transnational problems and dilemmas, concerning the illicit global economy – as in black market – and global health in relation to refugee issues.

STUDENT EXPECTATIONS

Blackboard (BASIC REQUIREMENT)

The Mason Bb will be the primary source of materials for this class. **Students are expected to regularly check the updates of uploaded material for download – on Course Contents, Assignments, and Announcements.** I will be posting important materials for class and utilizing the announcement tool for communication. Ideas would be generated via brainstorming and information will be shared through postings under Course Content on Blackboard. Access is strictly limited to students of this class, via auto-enrollment through GMU email accounts.

Readings (IMPORTANT)

The lecture format for this course will be a '**Socratic method of teaching,**' where students are expected to have read the assigned readings in advance and actively participate in cooperative, argumentative dialogues between themselves and the instructor. Based on the contents of the reading assigned, the instructor will ask and the student will answer questions, not only to check on student progress on the readings but also to stimulate critical thinking and to enable thinking for policy simulations outside the box.

Attendance

You are expected to attend class. There will be no make-up classes under any circumstances.

Participation (MORE IMPORTANT)

There is not a participation grade component for this class. However, there are sanctions measures that will apply for students that are not prepared for class. On the right to physically remain seated in class, please note that a **strict 3-Time-Rule will apply**, whereby students that are not able to provide an answer (be it correct or incorrect) for three consecutive questions upon being called on by the instructor will be asked to physically leave the class. Students will not be able to physically be in the classroom without having read the textbook. This is to prevent students from reading only the chapter covered in the previous week for the sake of the review quiz.

Because the course is conducted in a compact 4-week span (the instructor will be away in conference from July 15-19, and there will be no classes during this time) with each class running for approximately four hours, the best way for a student to absorb the dense content of an IPE course in a very short period of time is to preview and review the lecture content. Each Monday lecture will begin with a review quiz of the previous week, so there will be four review quizzes in total. In order to perform well in class and to participate in the dialogues, students must complete all assigned readings prior to lecture, in addition to preparing for review quizzes by reviewing readings assigned in the previous lecture. The readings are predominantly from the textbook, but there are certain materials indicated in black bullets that are outside the textbook – additional materials may arise as the course unfolds. Such readings will be uploaded by the instructor on the course Blackboard.

Lecture Slides

Lecture slides will be uploaded each evening following the lecture of the day on *Blackboard* along with class notes, if any. Students are to download them for review. While lecture slides will be posted online, these serve as a supplement to the lecture, and are not a substitute for the lecture. You are encouraged to get notes from your group members if you miss a lecture. The lecture slides are strictly copyrighted by the instructor and may not be shared with outside entities by the student without permission by the instructor.

Classroom Behavior

Students are advised to be attentive during lecture hours. Laptops, and phones will be allowed **ONLY** for learning purposes.

Communication via Email

Communication on projects and assignments will be via email. I will try to respond to emails within 24 business hours of an email being sent. I seldom check my email over the weekend. If I do not respond within 24 hours, please send me a reminder email, as I may have missed the original email.

Office Hours

The instructor will hold office hours from 1-2PM every Monday for GOVT 343 students. In an effort to organize timeslots and to hold office hours in the most efficient and productive way possible, students will be required to sign up for office hour times **at least a day prior to their desired date** of meeting on my *YouCanBookMe* page by visiting <https://junepark.youcanbook.me> and choosing their slots offered in 10-minute increments with their information (first and last names, email address).

If you cannot choose a slot among those offered due to a schedule conflict or if you have a question that takes longer than a paragraph to answer, please schedule a meeting. Depending on the instructor's availability, a phone call or skype meeting would need to be arranged in order for the meeting to be held.

Honor Code and Plagiarism (EXTREMELY IMPORTANT)

Students are encouraged to read the full Mason Honor Code, which serves as a contract and guideline for what will occur in the case of honor code violations. Plagiarism will not be tolerated under any circumstances and actions under allegation will be reported to the Mason Korea ethics board for punitive measures.

(<https://masonkorea.gmu.edu/mkaa/cai/definitions/>) (<https://masonkorea.gmu.edu/mkaa/cai/honorcode/>)

READINGS & COURSE MATERIALS

Required Text

1. David N. Balaam and Bradford Dillman. 2019. *Introduction to International Political Economy*. Seventh Edition. Routledge. (ISBN: 9781138206991)
<https://www.routledge.com/Introduction-to-International-Political-Economy-7th-Edition/Balaam-Dillman/p/book/9781138206991>
https://www.amazon.com/dp/B07GHG5KHS/ref=cm_sw_em_r_mt_dp_U_Em27CbW7WY9CW
2. Peter E. Kennedy and Jay Prag. 2017. *Macroeconomic Essentials: Understanding Economics in the News*. Fourth Edition. MIT Press. (ISBN: 9780262533348)
<https://mitpress.mit.edu/books/macroeconomic-essentials-fourth-edition>
<https://www.amazon.com/Macroeconomic-Essentials-Understanding-Economics-Press-ebook/dp/B074NVNBC9>
3. Barry Naughton. 2018. *The Chinese Economy: Adaptation and Growth*. Second Edition. MIT Press (ISBN: 9780262534796)
<https://mitpress.mit.edu/books/chinese-economy-second-edition>
<https://www.amazon.com/Chinese-Economy-Adaptation-Growth-Press/dp/0262534797>

The above books are the books required for class. Students are expected to purchase the textbooks either in paperback or e-textbook form in time to complete the readings for the first week of class.

NOTE: Previous editions of the above three books are NOT appropriate for this course as only the latest editions include up-to-date information on international affairs.

Supplementary Texts

1. Bill Jones, Philip Norton, Oliver Daddow. 2018. *Politics UK*. Ninth Edition. Routledge.
2. Ian Dunt. *BREXIT: What the Hell Happens Now?* 2018 Edition. Canbury Press.

Case studies from the above book will be used for group project presentations. Students will not be required to purchase this book and the instructor will provide access to these books for the students.

ASSIGNMENTS AND GRADING METHOD

Assignments	Percentage (%)	Notes
1. Weekly Review Quizzes via <i>Microsoft Forms</i>	15	Three review quizzes in total Instructions to be given the first day
2. Daily News Report Analyses	20	Daily news briefings with analyses by students in the beginning of each class
3. Simulations a) US-China Trade War b) Brexit	20	Case studies designed by instructor; role play by students
4. Essay on Documentaries/Films Sets	15	Individual writing assignment
5. Final Exam	30	Keywords, short essays and long essays

Grading Rubric

Grade	Description
100-97: A+	"A(+/-)" indicates excellent performance with clear evidence of
96-93: A	--a comprehensive knowledge of the subject matter and principles treated in the course
92-90: A-	--a high degree of originality and independence of thought --a superior ability to organize and analyze ideas --an outstanding ability to communicate these ideas (orally or through composition).
89-87: B+	"B(+/-)" indicates good performance with evidence of
86-83: B	--a substantial knowledge of the subject matter
82-80: B-	--a moderate degree of originality and independence of thought --a good ability organize and analyze ideas --an ability to communicate or compose clearly.
79-77: C+	"C(+/-)" indicates satisfactory performance with evidence of
76-70: C	--an acceptable grasp of the subject matter --an acceptable ability to organize and analyze ideas --an ability to communicate or compose adequately.
69-60: D	"D" indicates minimally acceptable performance with evidence of --rudimentary knowledge of the subject matter --some evidence that organizational and analytical skills have been developed, but with significant weaknesses in some areas. --significant weakness in the ability to compose or communicate ideas.
59-0: F	"F" indicates failing performance with evidence of --an inadequate knowledge of the subject matter --failure to complete required work, and an inability to organize, compose, or communicate ideas.

1. *Weekly Review Quizzes via Microsoft Forms (15%):*

The review quizzes will be in lieu of a mid-term exam. Each review quiz would be held at the beginning of each Monday class and as there would be a total of three review quizzes, each one would be worth 5% of the total grade.

Here's how it works: Every student must have a GMU email address that is linked to Microsoft 365. The instructor will send out the quiz via their emails and the students will answer the quiz by clicking the link in their emails. The content of the quiz will be encompassing all that has been covered the previous week.

2. *News Report Analyses (20%):*

On the first day of class, we will assign presenters for the 20 slots for news report analysis – in conjunction with the first half and the second half of each of our classes. Each of these presentations would be the opener to the lectures and discussions and students are expected to take their analyses seriously. Students are to present in very brief form – for about a maximum of 5 minutes at the beginning of each class on a news report relevant to international political economy covered in the latest updates by media outlets. Students may choose from TV segments, news segments, or a slightly longer version of a special report or a podcast on trade and finance. Acquiring a Twitter handle may be useful for a student to follow multiple outlets on a daily basis and enable the student to be up-to-date on a specific issue.

Here's how it works: Students must read ahead of class to choose their news segment. Students based on their preview of class readings first select a news segment of their choice in relation to the class content. Upon encountering new jargons or terms in the news report, students will proactively and independently research ON THEIR OWN what they mean. Then, having fully understood the content of the news, students deliver in class of the following: **a) who are the actors involved, and what is at stake; b) what is the macroeconomic policy in question; c) what the student thinks is problematic and what the actors are likely to do in the short or long-term future.** Here are some materials and links for you to receive updates from:

WTO Related Materials:

1. The WTO in Brief: https://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr00_e.htm
2. Understanding the WTO: https://www.wto.org/english/thewto_e/whatis_e/tif_e/tif_e.htm
3. 10 things the WTO can do: https://www.wto.org/english/thewto_e/whatis_e/10thi_e/10thi00_e.htm

4. Twitter: @wto

IMF Related Materials

1. IMF News: <https://www.imf.org/en/news>
2. Twitter: @IMFNews

AIIB Related Materials

1. AIIB News Updates: <https://www.aiib.org/en/news-events/media-center/news/index.html>
2. Twitter: @AIIB_Official

Current Trade Policy Trends:

1. Inside U.S. Trade: <https://insidetrade.com/> / <https://insidetrade.com/news/daily-news>
(Twitter: @insidetrade)
2. Politico – Morning Trade: <https://www.politico.com/morningtrade/>
3. FT - US-China Trade Dispute: <https://www.ft.com/us-china-trade-dispute>
4. South China Morning Post – US-China Trade War: <https://www.scmp.com/topics/us-china-trade-war>
5. The Economist - Trade Policy articles: <https://www.economist.com/topics/trade-policy>
6. The Guardian - Trade Policy articles: <https://www.theguardian.com/politics/trade-policy>
7. The New York Times – International Trade and World Market:
<https://www.nytimes.com/topic/subject/international-trade-and-world-market-trade-disputes>
8. CNBC: <https://www.cnbc.com/world/?region=world>

Current Financial and Monetary Policy Trends:

1. Central Banking: <https://www.centralbanking.com> (Twitter: @PIIE, @CentralBanking_)
2. U.S. Federal Reserve Board (FRB): <https://www.federalreserve.gov> (Twitter: @federalreserve)
3. U.S. Department of Treasury: <https://home.treasury.gov> (Twitter: @USTreasury)
4. European Union Central Bank (ECB): <https://www.ecb.europa.eu/home/html/index.en.html> (Twitter: @ecb)
5. Bank of England: <https://www.bankofengland.co.uk> (Twitter: @bankofengland)
6. People's Bank of China (PBOC): <http://www.pbc.gov.cn/en/3688006/index.html>
7. Bank of Japan (BOJ): <https://www.boj.or.jp/en/> (Twitter: @Bank_of_Japan_e)
8. The Bank of Korea (BOK): <https://www.bok.or.kr/eng/main/main.do> (Twitter: @bok_hub)
9. MacroPolo of Paulson Institute: (Twitter: <https://macropolo.org> @MacroPoloChina)

(In addition to following on Twitter, students interested in monetary policy should subscribe to the newsletters of the respective central banks of countries of their choice.)

Podcasts:

1. PIIE Trade Talks: <https://piie.com/trade-talks> (Twitter: @Trade_Talks)
2. CSIS Trade Guys: <https://www.csis.org/podcasts/trade-guys> (Twitter: @CSIS_Trade)
3. CSIS ChinaPower: <https://chinapower.csis.org/podcasts/> (Twitter: @ChinaPowerCSIS)
4. TRADECRAFT: <https://tradecraftpodcast.com> (Twitter: @tradecraft_pod)

3. Simulations (20%):

There will be two simulations on the U.S.-China economic warfare and Brexit. Each simulation grade is worth 10% of the total grade. The simulation is a group project that will occur intermittently as we cover the contents of the textbook in the second-half of each class during the second-half of the semester, and will be announced at least a week prior for the students to prepare for their roles as individuals or groups, also announced a week prior. The simulation cases will take the form of a bilateral or multilateral negotiation, and will be designed specifically by the instructor on three significant cases of negotiations concerning IPE scholarship today: a) the US-China trade war with a focus on Huawei and 5G (the US and the People's Republic of China), b) Brexit (the UK and EU27).

Here's how it works: The instructor will design the simulations and upload the simulation scenario one week prior, for the students to have time for deliberation and also research on the negotiation to be held in simulation form. The instructor will assign each student to a country and role of their choice. Students are expected to upload their position papers on Blackboard Assignments at midnight prior to the simulation. In the position papers and their verbal delivery, students

will represent actors in a negotiation, and will argue for why certain actions should occur, and why the other groups' actions should not occur based on their research. Argumentation will be evaluated based on the veracity of empirical facts used to support arguments, and the congruence of those arguments' assumptions with the theory we will learn in class. Each student will have objectives, and their ability to accomplish those objectives will determine their grade for the simulation.

4. *Essay on a set of Documentaries/Films of the Student's Choice (15%):*

We will watch the following three sets of documentaries/films based on the important themes that we cover in class. Each documentaries/films set is put together around a) trade wars, b) Brexit, and c) financial crises.

Here's how it works: Students must choose one set of three works and watch the full bundle of three works in each set, in order to write the essay. Each set is given based on chronology of events, but works in bold are the essential piece of each set which must be watched. The essay should be argumentative and may be supported by other reading materials. Students will watch these outside class hours on their own. There are no classes in the week of July 15, and students are advised to watch the sets of their choice during this time. The length of the essay should be 1,000 words and is due midnight of **July 18 (F)** on *Blackboard*.

Documentaries/Films	List of Works	Notes
Set 1: Trade Wars	<ol style="list-style-type: none"> 1. Losing the War with Japan – PBS Frontline (1991) (Aired November 7, 1991; Running Time: 1h 36m) 2. Trump's Trade War – PBS Frontline https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/ (Aired May 13, 2019; Running Time: 54m) 3. Ep. 3 of ROTTEN, 'Garlic Breath' – Netflix (2018) (Available on Netflix; Running Time: 55m) 	
Set 2: Brexit	<ol style="list-style-type: none"> 1. Brexit: Behind Closed Doors – BBC Four (Aired May 8, 2019; Running Time: 1h 52m) https://www.bbc.co.uk/programmes/m0004vvd 2. Brexit: The Uncivil War (Released January 19, 2019; Running Time: 1h 32m) https://www.channel4.com/programmes/brexit-the-uncivil-war/on-demand/69543-001 3. Brexit: The Movie (Released May 11, 2016; Running Time: 1h 21m) (Available online) 	
Set 3: Financial Crises	<ol style="list-style-type: none"> 1. The Crash – PBS Frontline (Asian Financial Crisis) (Aired June 29, 1999; Running Time: 51m) https://www.pbs.org/wgbh/pages/frontline/shows/crash/ 2. Inside Job (2010) – Sony Pictures (Global Financial Crisis) (Available on Vimeo; Running Time: 1h 48m) 3. The Big Short (2015) (Available on Netflix; Running Time: 2h 10m) 	

5. *Exams: Final Exam (20%)*

There is no mid-term for this summer course, but there will be one final exam. Both will be combination of short keyword answers, short essays and long essay(s). The final is cumulative. As long as the student follows through each week's readings and prepares for quizzes in addition to their news report analyses, they will be more than ready for the final exam. The final will be comprised of keywords, short essays and long essays. The final exam will be administered in the classroom (G106) during the final exam period for the course. The Final Exam date **[July 26, 2018 (04:00PM-05:15PM)]** is determined by the University. Barring medical emergencies, changing the exam date is not permitted.

Extra Credit and Make-ups: This course offers extra credit in a few forms. Students that deliver strong answers during our classroom discussions will be occasionally awarded extra credits to be reflected in their final grades. Students will

also be allowed to drop their lowest review quiz grade. However, students will not be allowed to make-up missing assignments and therefore must deliver each assignment on time. Exceptions will be made for medical emergencies or deaths in the immediate family per university policy (i.e., sports/religious observance). Requests must be made within the first two-weeks of class. **The instructor will be away on conference travel in the UK in the week of July 15, and there will be no classes on July 15, 17, and 19. Students are encouraged to watch their documentary/film sets that week.**

COURSE OUTLINE AND TOPICS

Note: Number of pages for each reading in parentheses, all readings are tentative and subject to change.

WEEK ONE

PART I. PERSPECTIVES ON IPE

Lecture 1. What is IPE? Economic Liberalism, Mercantilism, Structuralism and Constructivism

June 24, 2019 (M)

First half: Self-Introductions and Perspectives on IPE

Balaam & Dillman

- Preface (pp. xix-xxiv)
- Introduction (pp. xvi-xxxix)
- Chapter 1. What is International Political Economy? (pp. 2-24)
- Chapter 2. Laissez-Faire: The Economic Liberal Perspective (pp. 25-48)
- Chapter 3. Wealth and Power: The Mercantilist Perspective (pp. 48-70)
- Chapter 4. Economic Determinism and Exploitation: The Structuralist Perspective (pp. 71-96)
- Chapter 5. Constructivism (pp. 97-125)

Second half: The Macroeconomic Market:

- Chapter 2. The Market Model (pp. 12-23)
- Chapter 7. Growth and Productivity (pp. 137-160)

PART II: STRUCTURES OF IPE

Lecture 2. Structures of Global Production and Understanding the Market Model

June 26, 2019 (W)

First half: Balaam & Dillman

- Chapter 6. The Global Production Structure (pp. 126-158)

Second half: Kennedy & Prag

- Chapter 3. Measuring GDP and Inflation (pp. 25-52)
- Chapter 4. Unemployment (pp. 53-73)

Lecture 3. The International Trade Structure and International Economics

June 28, 2019 (F)

First half: Kennedy & Prag

- Chapter 13. International Economics and the Balance of Payments (pp. 303-324)
- Chapter 14. Policy in an Open Economy (pp. 326-346)

Second half: Balaam & Dillman

- Chapter 7. The International Trade Structure (pp. 159-191)

WEEK TWO

Lecture 4. Special Session on China: International Trade, Industrial Policy and the U.S.-China Trade War

July 1, 2019 (M)

First half: Naughton, Section IV. The Urban Economy

- Chapter 14. Industry (pp. 334-361)
- Chapter 15. Technology and Industrial Policy (pp. 363-394)

Second half: Naughton, Section V. China and the World Economy

- Chapter 16. International Trade (pp. 398-422)
- Chapter 17. Foreign Investment and the Capital Account (pp.423-449)

Lecture 5. The International Financial System and Monetary Structure – Part 1

July 3, 2019 (W)

First half: Kennedy & Prag

- Chapter 8. The Money Supply (pp. 161-182)
- Chapter 9. The Monetarist Rule (pp. 183-209)

Second half: Balaam & Dillman

- Chapter 8. The International Finance and Monetary Structure (pp. 192-220)

Lecture 6. The International Financial System and Monetary Structure – Part 2

July 5, 2019 (F)

First half: Kennedy & Prag

- Chapter 10. Monetary Policy and Interest Rates (pp. 211-248)

Second half: Naughton, Section VI. Macroeconomics and Finance

- Chapter 18. Macroeconomic Policy: Instruments and Outcomes (pp.453-478)
- Chapter 19. The Financial System (pp. 479-512)

WEEK THREE

Lecture 7. Structures of Global Security and International Knowledge (Information and Technology)

July 8, 2019 (M)

First half: Balaam & Dillman

- Chapter 9. The Global Security Structure
- Chapter 10. The International Knowledge Structure: Controlling Flows of Information and Technology

Second half: Simulation

♣ Simulation: US-China Trade War, Currency Conflict, and Tech War

PART III: STATES & MARKETS IN THE GLOBAL ECONOMY

Lecture 8. Challenges and Strategies in Development + BRICS & Emerging Economies

July 10, 2019 (W)

First half: Balaam & Dillman

- Chapter 11. The Development Challenge (pp. 282-311)
- Chapter 13. Moving into Position: The Rising Powers (pp. 343-374)

Second half: Naughton

- Chapter 5. Market Transition: Strategy and Process (pp. 95-125)

Lecture 9. Special Session on the EU, UK, and Brexit

July 12, 2019 (F)

First half: Jones, Norton and Daddow

- Chapter 2. The UK, the world and Europe (pp. 22-51)
- Chapter 3. The social and economic context (pp. 52-77)

Second half:

- Chapter 5. Political ideas: the major parties (pp. 94-115)
- Chapter 28. Britain and the European Union (pp. 641-656)

WEEK THREE

NO CLASSES DUE TO INSTRUCTOR'S CONFERENCE TRAVEL TO THE UK

Documentaries/Films Set Viewing of Student's Choice – Essay due midnight of July 19 (F)

WEEK FOUR

Lecture 10. The EU and Brexit

July 22, 2019 (M)

First half: Balaam & Dillman

Chapter 12. The Fragmentation of the European Union: The Crossroads Redux (pp. 312-342)

Second half: Dunt, BREXIT: What the Hell Happens Now? (Entire Book)

♣ *Simulation: Brexit*

PART IV. TRANSNATIONAL PROBLEMS AND DILEMMAS

Lecture 11.

July 24, 2019 (W)

First half:

- Chapter 14. The Middle East and North Africa: Things Fall Apart (pp. 375-406)
- Chapter 16. Energy and the Environment: Navigating Climate Change and Global Disaster (pp. 436-463)

Second half: Naughton, Section VII. Conclusion: China's Future

- Chapter 21. Environment Quality and the Sustainability of Growth (pp. 543-569)

Lecture 12.

July 26, 2019 (F)

First half:

Final Review & Wrap-Up Session

Second half:

Final Exam