



INTERNATIONAL BUSINESS FELLOWS
SEMINAR
SPRING 2020

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Course Web Page: _____

Course Number:	IB 395	Unique Number	05420
	LAS 381		39449
	PA 387K		58295

Time: Monday 5:00 - 8:00 p.m.
Classroom: ROWLING: RRH 4.402
Pre-requisite: Graduate Standing

Course Objectives

The overall purpose of the seminar is to help prepare students to be leaders in their respective professions over the course of their careers. To do that, the seminar will bring together students and faculty from across disciplinary lines to explore the reasons for and the implications of the changing global landscape. The seminar will include lectures, readings and discussions on: (i) international economics, finance, and business; (ii) international political and military affairs; (iii) cultural, historical, and religious factors bringing together and dividing peoples, countries and civilizations around the world; and (iv) demographic developments, environmental challenges, and other risks and challenges putting pressure on world systems and structures at this point of the 21st century.

Leadership and this Course

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society. While all four of those pillars are interwoven, this course is designed specifically to focus on the fourth pillar: The worldview of business and society.

Materials

Required

The required reading materials are referenced in the course packet. Additional readings may be provided by guest speakers.

Recommended

You should read national and international newspapers/magazines/periodicals on a weekly basis.

Course Requirements and Grading

Your grade in the course will be determined as follows:

In-Class Contribution	25%
Written Weekly Responses	40%
Group Project and Presentation	35%
Total	100%

Historically, most students have received As or A-s; however, students have received Bs and B-s, and one student has failed.

Description of Requirements

Weekly Readings

For each class session, you are to read the material referenced in the Reading Packet for the topic(s) covered that week. You may come across articles relevant to the topics we are studying as you read newspapers and other periodicals. I encourage you to bring them to our attention.

Active Weekly Participation

Each student will be expected on a weekly basis to engage the speaker with both questions and comments. The intent is for there to be dialog and discussion to go into depth with the speaker on the subject of the week.

Written Weekly Responses to Readings and Speakers

Each student is to prepare a written response to the speaker's presentation and readings for the week. The response need be only 2-3 pages, however, it can be longer should you so desire. The purpose is to engage the readings and discussion while it is fresh on your mind, and to provide your ideas in response. **THE PAPER MUST BE SUBMITTED ONE WEEK**

AFTER THE SESSION. PAPERS MUST BE SUBMITTED EVEN IF THE STUDENT IS UNABLE TO ATTEND THE SESSION. IF A PAPER IS SUBMITTED AFTER THAT DEADLINE, THE HIGHEST GRADE POSSIBLE ON THE PAPER WILL BE A "B" IF SUBMITTED BETWEEN ONE AND TWO WEEKS AFTER THE SESSION; A "C" IF SUBMITTED AFTER THAT.

Group Project and Presentation

Each student is to form a Small group (5-6 persons) to develop and present either: (i) a business strategic vision for a company operating internationally or planning to go international or (ii) a public policy proposal for a governmental entity or international NGO. The company or organization can be hypothetical or real. The group is to take into account the following factors, among others which you may determine to be important:

(A) three outlooks of the future (blue skies/neutral/falling skies) taking into account (i) political structures, (ii) economic trends and (iii) geopolitical developments and prospective outlooks;

(B) ethical dimensions and other valuational priorities implicit and explicit in the structures of the chosen country (e.g., role of women and men in the culture; social equity issues; understandings of right and wrong in different cultures; relative freedom of the individual vis-a-vis rights of the collective; security vs freedom; democratic vs authoritarian values; religious and philosophical sensitivities, beliefs, and values among and between countries and cultures; religious freedom; human rights; military v. civilian authority; stakeholder rights; property rights, and rule of law;

(C) structural issues such as educational levels; population and demographic developments; health risks; energy requirements; labor issues; environmental issues;

(D) tensions and attractions of and between structures and ideas such as "democracy" and "capitalism," free markets vs protectionism, strategic and security developments, democratic vs authoritarian forms of government, among others,

(E) the role of business, civil institutions and organizations, governments, economic systems, families and individuals as you pursue what is important to you and what you hope to accomplish in your career in the 21st Century.

As part of the project, the group will be required to interview senior executives of corporations with transnational operations or other senior persons of organizations with international operations or activities. Ideally, that person will act as a mentor to direct and guide you as you develop your project.

To the extent feasible, given the makeup of the class, groups must be cross-disciplinary with regard to the area of study of members of the group.

Each student in the group will be required to make part of the oral presentation to the class.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this.

You should treat the Texas MBA classroom as you would a corporate boardroom.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Students do not confuse the classroom for the cafeteria.** The classroom (boardroom) is not the place to eat your breakfast tacos, wraps, sweet potato fries, or otherwise set up for a picnic. Please plan accordingly. Recognizing that back-to-back classes sometimes take place over the lunch hour, energy bars and similar

snacks are permitted. Please be respectful of your fellow students and faculty in your choices.

- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Technology is used to enhance the class experience.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. As a Texas MBA student, you agree to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

As specific guidance for this course, you should consider the *writing* of all papers to be an individual effort. Group *preparation* for paper is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in preparing papers. You should, however, develop your own response and not cut and paste the work of others.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the McCombs School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Management Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the McCombs School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the McCombs School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the McCombs School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

Excerpts from the University of Texas at Austin Office of the Dean of Students website (http://deanofstudents.utexas.edu/sjs/acint_student.php)

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\) & 11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you *and/or* another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance *and*, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent *as your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)

- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally *or* unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself.

Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.

Schedule
Assignments and Seminars

Seminar 1: January 27, 2020: Introduction and Overview

- Introductions of Fellows and Faculty
- Overview of Class Requirements and Case Study Projects
- Introductory Overview of the Issues to be Discussed

Question: Are we “present at the destruction” of that era in international relations the beginnings of which Dean Acheson wrote about in his *Present at the Creation*?

Readings:

Preface: The benefits of multidisciplinary studies: Jean Tirole, “Economics benefits from the insights of other subjects,” *Financial Times*, January 11, 2019, p. 9 [That is the premises of this course: the same is true for business and other disciplines]

1. A little history: “The past is not dead. It’s not even past,” William Faulkner, *Requiem for a Nun*.
 - a. John Maynard Keynes, The Economic Consequences of the Peace, Introduction by Paul Volcker, pp. xi-xiii; Chapter 1: Introductory, p. 1-3; Chapter II: Europe Before the War, pp 5-. 6 (Originally published in 1919 in London by McMillan; reprint: 2007 by Skyhorse Publishing, Inc., NYNY).
 - b. Figure 2: Real Income per Person in England, 1200-2000. Francis Fukuyama, *Political Order and Political Decay* (Farrar, Straus and Giroux, New York, 2014) p. 44
 - c. Parag Khanna, “Future shock? Welcome to the new Middle Ages,” *Financial Times*, December 28, 2010, p. 7.
 - d. Elizabeth C. Economy, “History With Chinese Characteristics,” Book Review of: *Everything Under the Heavens: How the Past Helps Shape China’s Push for Global Power*,” by Howard W. French (Knopf, 2017), and *The Beautiful Country and the Middle Kingdom: America and China, 1776 to the Present*, by John Pomfret (Henry Holt, 2016), *Foreign Affairs*, July/August 2017, pp. 141-148..

- e. “Protectionism: The battle for Smoot-Hawley,” *The Economist*, December 18, 2008 <http://www.economist.com/node/12798595>
[not in packet]
- f. “A history of trade: Sticking up for a scapegoat,” Book review of Clashing Over Commerce: A History of US Trade Policy, by Douglas Irwin, *The Economist*, November 25, 2017. p. 78.
- g. Douglas Irwin, Against the Tide: An Intellectual History of Free Trade (Princeton University Press 1996)

2. A Little Philosophy

- a. Schumpeter: Philosopher kings, *The Economist*, October 4, 2014, p. 76.
- b. Philosophical Underpinnings to Forms of Government: The State of Nature as a Paradise vs. a State of War; and Human Nature as Good vs Selfish, Greedy, Lust for Power, Destructive, Depraved, Perverse (in a word, Evil)
 - i. An optimistic outlook: The Renaissance
 - (1) As a general statement, the Renaissance witnessed the emergence of an optimistic view of human nature and possibility essentially unconstrained by concerns about “evil” or the darker more violent dimensions of human possibilities.
 - (2) The Italian Renaissance in the 14th and 15th centuries in particular saw the emergence of the businessman – the bourgeois - and commerce. “This bourgeois individual felt himself the master of his own destiny....” See, Reinhold Niebuhr, *The Nature and Destiny of Man: Volume I. Human Nature* (Charles Scribner and Sons, New York 1941, 1964), p. 22. Perhaps the poem, *Invictus*, written in 1875 by William Ernest Henley, evokes the spirit of that age, even if written in the 19th century.
 - (3) Niebuhr elaborates on this mindset in stating that Pico della Mirandola wrote “[God said to man] You alone are not bound by any restraint, unless you will adopt it by the will which we have given you. I have placed you in the centre

of the world that you may the easier look about and behold all that is in it. I created you a creature, neither earthly nor heavenly, neither mortal nor immortal, so that you could be your own creator and choose whatever form you may assume for yourself.”

- (3) “The business man developed a form of economic power which depends upon individual initiative and resourcefulness rather than upon hereditary advantages; and which creates dynamic rather than static social relationships. It naturally sees human history as a realm of human decisions rather than of inexorable destiny. In the same way it regards nature as an instrument rather than the master of the human will...[A]s science gradually contributed to man’s actual mastery of natural forces it gave a new impetus of its own to the idea of human self-sufficiency.” Niebuhr, pp. 65-66.

ii. A darker, more pessimistic view developed in response to the English Civil War and the wars off religion on the European continent in the 1500s and 1600s which led “the advocates of despotism” (in the phrase coined by Alexander Hamilton in *Federalist Paper No. 9*) to the belief in the need for strong authoritarian government to control the governed

a. Thomas Hobbes

1. Hobbes, in “The Seventeenth-Century Revolution in Political Thought,” from Roland N. Stromberg, *An Intellectual History of Modern Europe* (Appleton-Century-Crofts Educational Division Meredith Corporation, New York 1966), pp. 79-82
2. “Hobbes Moral and Political Philosophy,” *Stanford Encyclopedia of Philosophy*, at <https://plato.stanford.edu/entries/hobbes-moral/>
3. Thomas Hobbes, *Leviathan* (1651), Renaissance Editions, at

<https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf>

- iii. A modified view: An element of depravity but reason for hope that a republican form of government could be structured allow human liberty to flower within a country. Note, Hamilton and Madison did not use the term “democracy”
 - a. Alexander Hamilton, *The Federalist*, Paper No. 9 (1787-88), [writing in opposition to the “advocates of despotism”, very probably with Hobbes in mind] The Avalon Project: Yale Law School Lillian Goldman Law Library, at https://avalon.law.yale.edu/18th_century/fed09.asp
 - b. James Madison, *The Federalist*, Papers: No. 10 and 55 (1787-88), The Avalon Project: Yale Law School Lillian Goldman Law Library, at http://avalon.law.yale.edu/18th_century/fed10.asp and http://avalon.law.yale.edu/18th_century/fed55.asp **[not in packet]**
- iv. A view of the state of nature as one of war and human nature as perverse, but still finding reason for hope in a republican form of government to allow human freedom to spread to form a federation of free states
 - a. Immanuel Kant, “Perpetual Peace: A Philosophical Sketch,” (1795) as found at <https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm> **[not in packet]**
- v. A Little Romance – a View of Human Nature as Good, and Evil as the fault of society
 - i. Rousseau: “The Enlightenment: Deists and “Philosophers,” Roland N. Stromberg, *An Intellectual History of Modern Europe* (Appleton-Century-Crofts Educational Division Meredith Corporation, New York 1966), pp. 141-145

- ii. Jean-Jacques Rousseau, *The Social Contract* (1762) [**not in packet**]

- vi. The modern western view of human nature
 - a. The modern view of human nature is informed by the periods which have come before, including the Renaissance and Romantic periods, with their optimistic view, and the more pessimistic ones.
 - b. These contradictory understandings have led to a splintering of thought and confusion in modern culture about human nature. Nonetheless the optimistic view of human nature has been said to be the dominant view in the modern era. See, Reinhold Niebuhr, *The Nature and Destiny of Man: Volume I. Human Nature* (Charles Scribner and Sons, New York 1941, 1964), p. 300.
 - c. One consequence of this optimistic outlook is the notion of progress in history. Niebuhr, p. 24. This may be highlighted in the affirmation that “the arc of history bends toward justice” which is popular today.
 - d. Niebuhr notes that “[t]here are of course pessimistic reactions to this optimism about both the individual and the total human enterprise.” Niebuhr, p. 24.
 - e. Nonetheless, many of the currents of thought that are in contention today do not take account of, and lack a sense of, the tragic, of the lust for power, selfishness and insatiable greed – of the true character of human evil which the pessimists see as inherent in human nature. Niebuhr, p. 47f.
 - f. John Maynard Keynes wrote of one consequence of the optimistic view that hypnotized a generation when he wrote, “That happy age [between 1870 and 1914] lost sight of a view of the world which filled with deep-seated melancholy the founders of our Political Economy. Before the eighteenth century mankind entertained no false hopes. To lay the illusions which grew popular at that age’s latter end, Malthus disclosed a Devil. For half a century all

serious economical writings held that Devil in clear prospect. For the next half century he was chained up and out of sight. Now perhaps we have loosed him again.” Keynes, *The Economic Consequences of the Peace*, p. 6.

- g. The happy age he wrote about was “an extraordinary episode in the economic progress of man”. It was an “economic Eldorado,..[an] economic Utopia” which began around 1870 in Europe and “came to an end in August 1914.” Keynes, pp. 5-6.

- vii. What happened to Paradise?

- i. John Milton, *Paradise Lost*, at <http://www.paradiselost.org/8-Search-All.html>

3. The Return of the Battle of the “isms”

- a. Nationalism, Tribalism, and Identity Politics

- i. Martin Wolf, “The Faustian bargain of nationalism,” *Financial Times*, December 18, 2018, p. 11.
- ii. “The new nationalism,” *The Economist*, November 19, 2016, p. 9
- iv. “Nationalism: Vladimir’s Choice”, *The Economist*, December 23, 2017, pp. 53-58.
- iv. Tom Hancock, Book Review of China Imagined, *Financial Times*, December 17, 2018, p. 8.
- v. Gideon Rachman, “Trump, Xi and the siren song of nationalism,” *Financial Times*, November 28, 2017, p. 9
- vi. “Identity and Respect: Find out what it means for me,” *The Economist*, August 25, 2018, p. 67. Book Review of *Identity: The Demand for Dignity and the Politics of Resentment* by Francis Fukuyama (Farrar, Straus and Giroux 2018) and *The Lies that Bind: Rethinking Identity* by Kwame Anthony Appiah (Liveright, and Profile Books, 2018).

b. Populism

- i. Fareed Zakaria, "Populism on the March," *Foreign Affairs*, November/December 2016, pp. 9-15
- ii. Richard Feloni and Rachael Levy, "The world's largest hedge fund just published a 61-page paper on populism that says the movement is at its highest level since the eve of World War II," *Business Insider*, March 22, 2017, as found at <http://www.businessinsider.com/bridgewater-associates-says-populism-is-at-highest-level-since-1930s-2017-3>
[not in packet]
- iii. Gillian Tett, "Populism emerges as key economic influence," *Financial Times*, March 24, 2017, p. 13.
- iv. Sheri Bermna, "Populism Is Not Fascism: But It Could Be a Harbinger," *Foreign Affairs*, November/December 2016, pp. 39-44.

c. Fascism

- i. "Madeleine Albright on fascism, democracy, and diplomacy," a conversation with (former) Secretary of State Albright and Strobe Talbott, hosted by the Center on the United States and Europe, Brookings Institution, September 11, 2018, as found at <https://www.brookings.edu/blog/order-from-chaos/2018/09/11/madeleine-albright-on-fascism-democracy-and-diplomacy/> **[not in packet]**
- ii. Mark Mazower, "Fascism Revisited," Book Reviews of *Fascism: A Warning* by Madeleine Albright (Williams Collins, 2018); *From Fascism to Populism in History*, by Federico Finchelstein (University of California 2018); *The Civic Foundations of Fascism in Europe: Italy, Spain, and Romania, 1870-1945*, by Dylan Riley (Verso 2018); and *The Death of Democracy: Hitler's Rise to Power*, by Benjamin Carter Hett (William Heineman 2018). *Financial Times* April 14-15, 2018, p. 8.
- iii. Mark Mazower, "Ideas that fed the beast of fascism flourish," *Financial Times*, November 7, 2016, p. 13.

- d. Pankaj Mishra, "The Globalization of Rage," *Foreign Affairs*, November/December 2016, pp. 46-54.
- e. Leninism (with Chinese characteristics), Marxism, and Materialism
 - i. Martin Wolf, "The challenge of Xi's Leninist autocracy," *Financial Times*, November 1, 2017, p. 9.
 - ii. David T. McLellan and Henri Chambre, "Marxism," *Encyclopedia Britannica*, October 03, 2018, at <https://www.britannica.com/topic/Marxism>
 - iii. President Xi Jinping's Address at the 2017 World Economic Forum in Davos, Switzerland, at <https://www.weforum.org/agenda/2017/01/full-text-of-xi-jinping-keynote-at-the-world-economic-forum>
- f. Liberalism
 - i. Philosophical Foundations of Liberalism
 - (1). John Locke
 - (a) "The Glorious Revolution and John Locke," in "The Seventeenth-Century Revolution in Political Thought," from Hobbes, in "The Seventeenth-Century Revolution in Political Thought," from Roland N. Stromberg, *An Intellectual History of Modern Europe* (Appleton-Century-Crofts Educational Division Meredith Corporation, New York 1966), pp. 82-88
 - (b) "John Locke on the rights to life, liberty, and property of ourselves and others (1689)", Online Library of Liberty, at <https://oll.libertyfund.org/quotes/497> **[not in packet]**
 - (c) "Locke's Political Philosophy," *Stanford Encyclopedia of Philosophy*, p. 1, as found at <https://plato.stanford.edu/entries/locke-political/> **[not in packet]**

- ii. Philosophy Briefs: “A series on liberalism’s greatest thinkers,” *The Economist*
 - (1) “Philosophy Brief: The brains trust,” *The Economist*, August 4, 2018, p. 12.
 - (2) “Philosophy Brief: Liberal Thinkers: John Stuart Mill: Against the tyranny of the majority,” *The Economist*, August 4, 2018, p. 59-60.
 - (3) “Philosophy Brief: Liberal Thinkers: Alexis de Tocqueville: The French Exception,” *The Economist*, August 11, 2018, pp. 54-55.
 - (4) “Philosophy Brief: Liberal Thinkers, John Maynard Keynes, Was he a liberal?” *The Economist*, August 18, 2018, pp. 58-59.
 - (5) “Philosophy Brief: Liberal Thinkers: Schumpeter, Popper and Hayek, The exiles fight back,” *The Economist*, August 25, 2018, pp. 56-57.
 - (6) “Philosophy Brief: Liberal Thinkers: Berlin, Rawls and Nozick, Rawls rules” *The Economist*, September 1, 2018, pp. 57-58
 - (7) “Philosophy Brief: Liberal Thinkers: Rousseau, Marx and Nietzsche, The prophets of illiberal progress” *The Economist*, September 8, 2018, pp. 57-58.

- g. Autocracy
 - i. Yuen Yuen Ang, “Autocracy with Chinese Characteristics,” *Foreign Affairs*, May/June 2018, pp. 39-46

- h. Democracy (Republicanism in Madison’s and Kant’s usage)
 - i. James Madison, The Federalist Paper: No. 10 (1787-88), The Avalon Project: Yale Law School Lillian Goldman Law Library, as found on December 12, 2018 at http://avalon.law.yale.edu/18th_century/fed10.asp
[\[not in packet\]](#)

- ii. Gideon Rose, “Is Democracy Dying”, *Foreign Affairs*, May/June 2018
 - iii. Yascha Mounk and Roberto Stefan Foa, “The End of the Democratic Century,” *Foreign Affairs*, May/June 2018, pp. 29-36.
 - iv. “Is Democracy Dying?” A series in *The Atlantic*. September 2018.
See,
<https://www.theatlantic.com/projects/is-democracy-dying/>
and
<https://www.theatlantic.com/magazine/archive/2018/10/editors-note-the-crisis-in-democracy/568276/> **[not in packet]**
 - v. Fareed Zakaria, “The Rise of Illiberal Democracy,” *Foreign Affairs*, November 1, 1997, as found at
<https://www.foreignaffairs.com/print/1109999> **[not in packet]**
 - vi. Fareed Zakaria, “America’s democracy has become illiberal,” *The Washington Post*, December 29, 2016, as found at
https://www.washingtonpost.com/opinions/america-is-becoming-a-land-of-less-liberty/2016/12/29/2a91744c-ce09-11e6-a747-d03044780a02_story.html?utm_term=.c257c0a30ec8
[not in packet]
 - vii. Robert D. Kaplan, “The Future of Democracy: Was Democracy Just a Moment? *The Atlantic Monthly*, December 1997, as found at
<https://www.theatlantic.com/magazine/archive/1997/12/was-democracy-just-a-moment/306022/> **[not in packet]**
 - viii. Direct Democracy
 - (1). Janan Ganesh, “Direct democracy threatens the way we are governed,” *Financial Times*, October 31, 2017, p. 9.
 - v. See the readings on democracy on April 6.
4. Retreat from Reason and Science
- a. Anjana Ahuja, “Echoes of Galileo in the populist retreat from reason,” *Financial Times*, December 7, 2016, p. 13

5. Global Risk in 2019 and Beyond

- a. Adi Ignatius, "From the Editor: The New World of Risk," *Harvard Business Review*, May-June 2018, p. 10.
- b. Condoleezza Rice and Amy Zegart, "Managing 21st-Century Political Risk," *Harvard Business Review*, May-June 2018, pp. 30-138, at <https://hbr.org/2018/05/managing-21st-century-political-risk> **[not in packet]**
- c. Henry Paulson, "We are living in an age of alarming risk," *Financial Times*, November 7, 2018, p. 9.
- d. "Leaders: Perfected in China, a threat in the West," *The Economist*, June 2, 2018, p. 11.
- e. Martin Wolf, "The dangers of living in a zero-sum world economy," *Financial Times*, December 19, 2007, p. 11

4. Demographics

- a. "Forever middle-aged," The World in 2020, *The Economist*, December 2019, p. 74
- b. "Graphic Detail: Demography – Missing Millions," *The Economist*, June 22, 2019, p. 73.
- c. Zachary Karabell, "The Population Bust," Book Review of Paul Morland, The Human Tide: How Population Shaped the Modern World and Darrell Bricker and John Ibbitson, Empty Planet: The Shock of Global Population Decline, *Foreign Affairs*, September/October 2019, pp. 216-221.
- d. Nicholas Eberstadt, "With Great Demographics Comes Great Power," *Foreign Affairs*, July/August 2019, pp. 146-157.
- e. "Coping with the 100-year-life society," *The Economist*, November 17, 2019, p. 16.
- f. Demographic consequences for business
 - (i) Ruchir Sharma, "The Demographics of Stagnation," *Foreign Affairs*, March/April 2016, pp. 18-24.
 - (ii) John Dizard, "Financial world's promises impossible to meet within an ageing demographic," *Financial Times*, October 21-22, 2017, p. 14.

5. The Future of International Trade and Globalization

- a. Alan S. Blinder, "The Free-Trade Paradox: The Bad Politics of a Good Idea," *Foreign Affairs*, January /February 2019, pp. 119-128.
- b. "Global Trade: It's the end of the World...Trade Organization as we know it, and America feels fine," *The Economist* November 30, 2019, p. 63.
- c. World Development Report 2020: Trading for Development in the Age of Global Value Chains," The World Bank.
<https://www.worldbank.org/en/publication/wdr2020>
[not in packet]
- d. "Trade and Development Report 2019: "Financing a Global Green New Deal," UN Conference on Trade and Development,"
<https://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=2526>
[not in packet]
- e. "Trade Wars: System failure," *The Economist*, September 28, 2019, p. 68-69.
- f. "A US-Japan trade deal: Over the line," *The Economist*, *The Economist*, September 28, 2019, p. 69.
- g. Gideon Rachman, "Trade wars can become real wars," *Financial Times*, March 13, 2018, p. 9.
- h. "Protectionism: The battle for Smoot-Hawley," *The Economist*, December 18, 2008 <http://www.economist.com/node/12798595> **[not in packet]**.
- i. Douglas A. Irwin, "The False Promise of Protectionism," *Foreign Affairs*, May/June 2017, pp. 45-56.
- j. Martin Wolf, "The folly of bilateralism in global trade," *Financial Times*, March 15, 2017, p. 9.
- k. "The Crisis of globalization: Interview with Mark Blyth," *Social Europe*, January 10, 2019, at <https://www.socialeurope.eu/crisis-of-globalisation-mark-blyth>.
- l. "The Future of Globalisation: Negative Reaction." Book Review: Stephen King, *Grave New World: The End of Globalisation, the Return of History*, *The Economist*, May 27, 2017, p. 75.
- m. Dani Rodrik, *The Globalization Paradox* (W.W. Norton & Co., 2011), Introduction: Recasting Globalization's Narrative," pp. xvi-xix.

- **What do you think about what Rodrik calls “the fundamental political trilemma of the world economy” on p. xviii.**

n. Suggested Books (**not in packet**)

- (1) Douglas A. Irwin, *Against the Tide: An Intellectual History of Free Trade* (Princeton University Press, Princeton, New Jersey 1996)
- (2) Douglas A. Irwin, *Clashing Over Commerce: A History of US Trade Policy* (University of Chicago Press, Chicago 2017)

6. Climate Change

- a. Pamela McElwee, “Are We at a Climate Tipping Point?” *Current History*, January 2020, pp. 34-36.
- b. [“Briefing: Climate Change,” *The Economist*, September 21, 2019, pp. 26-30.](#)
- c. [“The uncertainties of climate change: Throwing the dice,” *The Economist*, September 21, 2019, pp. 83-85.](#)
- d. [Joshua Busby, “Warming World: Why Climate Change Matters More Than Anything Else,” *Foreign Affairs*, July/August 2018, pp. 49-55.](#)

7. Disease and Pandemic

- a. See readings under this heading for March 23.
- b. Suggested Book: Robin Cook, *Pandemic*, A Novel (Putnam, New York 2018) [**not in packet**]

8. Technology: The Promise and the Peril

- a. Kevin Drum, “Tech World: Welcome to the Digital Revolution,” *Foreign Affairs*, July/August 2018, pp. 43-48.
- b. Artificial Intelligence
 - i. “A Blueprint for the Future of AI,” Brookings Institution, a series of reports, including, among others,

- (1) Darrell M. West, "What is AI?" October 4, 2018, <https://www.brookings.edu/research/what-is-artificial-intelligence/> **[not in packet]**
- (2) Elaine Kamarck, "Malevolent soft power, AI, and the threat to democracy, Brookings Institution , November 29, 2018, at https://www.brookings.edu/research/malevolent-soft-power-ai-and-the-threat-to-democracy/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=68058136 **[not in packet]**
- (3). For the other reports in this series, see, <https://www.brookings.edu/series/a-blueprint-for-the-future-of-ai/> **[not in packet]**

c. CRISPR

- i. A Conversation with Jennifer Doudna, "The Ultimate Life Hacker," *Foreign Affairs*. May/June 2018, pp. 158-164.
- ii. Any Gutmann and Jonathan D. Moreno, "Keep CRISPR Safe," *Foreign Affairs*, May/June 2018, pp 171-176.
- iii. Robin Cool, *Pandemic*, A Novel (Putnam, New York 2018). Preface, pp. 1-2.
- iii. "A Programmable Dual-RNA-Guided DNA Endonuclease in Adaptive Bacterial Immunity," by Martin Jinek, Krzysztof Chylinski, Ines Fondara, Michael Hauer, Jennifer Doudna, and Emmanuelle Charpentier, *Science* vol. 337, pp. 816-21 <http://science.sciencemag.org/content/337/6096/816.full> **[not in packet]**
- iv. "Chinese Scientist Says He's First to Create Genetically Modified Babies Using CRISPR," NPR November 26, 2018 <https://www.npr.org/sections/health-shots/2018/11/26/670752865/chinese-scientist-says-hes-first-to-genetically-edit-babies> **[not in packet]**
- v. Dennis Normile, "Chinese scientist who produced genetically altered babies sentenced to three years in jail," <https://www.sciencemag.org/news/2019/12/chinese-scientist-who-produced-genetically-altered-babies-sentenced-3-years-jail>

- d. The Internet
 - i. Wendy Hall, “The internet risks fracturing into quarters,” *Financial Times*, December 12, 2018, p. 9.
 - ii. “Special Report: Fixing the Internet,” *The Economist*, June 30, 2018 [**not in packet**].
 - e. Suggested: Mary Shelley, *Frankenstein* (1818) [**not in packet**]
9. The U.S., China, Russia, (and Others) and a Changing World Order: Of Chaos and Order; “Wolves Biding Their Time;”, a return to “the Jungle;” and other “post-Liberal International Order” Metaphors for the future geopolitical condition
- a. The United States and the Liberal International Order.
 - i. Gideon Rose, “The Fourth Founding: The United States and the Liberal Order” *Foreign Affairs*, January/February 2019, pp. 10-21.
 - b. A Changing World Order
 - i. “Richard Haas, “How a World Order Ends,” *Foreign Affairs*, January/February 2019, pp. 22-30.
 - ii. A new kind of cold war,” *The Economist*, May 18, 2019, p. 9
 - iii. Graham Allison, “The Thucydides Trap,” *Foreign Policy*, May/June 2017, pp. 80-81.
 - iv. “The US and China: how Thucydides can be proved wrong,” *Financial Times*, November 18, 2018, p. 8.
 - iv. James Kyngé, “China’s ancient strategies create a challenge to the west,” *Financial Times*, December 27, 2017, p. 9.
 - iv. “Chinese War Strategies: 36 Strategies of Ancient China (Overview),” at <http://chinesewarstrategies.blogspot.com/2008/11/36-strategies-of-ancient-china-overview.html>
 - vi. Thomas Wright, “The Return to Great-Power Rivalry Was Inevitable,” *The Atlantic*, September 12, 2018, as found at <https://www.theatlantic.com/international/archive/2018/09/liberal-international-order-free-world-trump-authoritarianism/569881/>

10. Business in a Turbulent World

- a. “Schumpeter: The Redmond doctrine,” *The Economist* September 14, 2019, p. 65 [On Microsoft’s corporate foreign policy]
- b. John Chipman, “Why Your Company Needs a Foreign Policy,” *Harvard Business Review*, September 2016, at <https://hbr.org/2016/09/why-your-company-needs-a-foreign-policy>
- c. Paul Maidmont, “How Western Multinationals Are Responding to the Escalating U.S.-China Trade War,” *Harvard Business Review*, December 18, 2018, at <https://hbr.org/2018/12/how-western-multinationals-are-responding-to-the-escalating-u-s-china-trade-war> [not in packet]
- d. Pankaj Ghemawat, *The New Global Roadmap: Enduring Strategies for Turbulent Times* (Ebook, May 01, 2018), Summary at <https://hbr.org/product/the-new-global-road-map-enduring-strategies-for-turbulent-times/10172E-KND-ENG?autocomplete=true> [not in packet]
- e. Pankaj Ghemawat, “Globalization in the Age of Trump,” *Harvard Business Review*, July-August 2017, at <https://hbr.org/2017/07/globalization-in-the-age-of-trump?autocomplete=true> [not in packet]
- f. “The Retreat of the Global Company,” *The Economist*, January 28, 2017, at <https://www.economist.com/briefing/2017/01/28/the-retreat-of-the-global-company> [not in packet]
- e. See, the readings for Mohan Kharbanda on April 20.

11. The Future

- a. Susan Penfield, Gary Labovich, and Denis Cosgrove of Booz Allen Hamilton, “Technologies that Will Change the World,” *The Atlantic*, https://www.theatlantic.com/sponsored/booz-allen-hamilton-2017/technologies-that-will-change-the-world/1503/?utm_source=NL_AR_O_1503_1, [not in packet]
- c. Global Trends 2030, Executive Summary https://www.dni.gov/files/documents/GlobalTrends_2030.pdf
- d. Suggested: Yuva Noah Harari, *Homo Deus: A Brief History of Tomorrow* (Harpers 2017) [not in packet]

13. Personal: For Those Who Want to Run the World
 - a. Sarah Churchwell, "If you want to run the world, study a 'useless' topic," *Financial Times*, January 28, 2018, p. 9.
 - b. Tim Skeet, "Finance needs creative thinkers as well as number crunchers," [Letter to the Editor in response to the Sarah Churchwell article], *Financial Times*, January 31, 2018, p. 8.
 - c. Jean Tirole, "Economics benefits from the insights of other subjects," *Financial Times*, January, 11, 2019, p. 9.

Seminar 2: February 3, 2020: The State of the World: Regional Focus: East Asia (and Its Environs)

Speaker: Prof. Patricia Maclachlan, Associate Professor of Government and Asian Studies, Department of Government; Mitsubishi Heavy Industries, The University of Texas at Austin

Map: East and Southeast Asia, *Current History*, September 2019

Readings:

1. A Little History
 - a. Fu Ying, "The past of a foreign country is an unfamiliar world," *Financial Times*, August 26, 2014, p. 9
 - b. Orville Schell and John DeLury, *Wealth and Power: China's Long March to the 21st Century* (Random House, New York, 2013): Chapter 2 "Humiliation", pp. 11-36.
 - c. David Pilling, "Japan, China and the legacy of their history problem," *Financial Times*, August 23, 2012, p. 7.
2. Regional Overview/Background
 - a. Tarun Chhabra, Rush Doshi, Ryan Hass, and Emile Kimbell, "Global China: East Asia," Brookings Institution, November 2019
<https://www.brookings.edu/research/global-china-east-asia/>

3. China

- a. Oriana Skylar Mastro, “The Stealth Superpower: How China Hid Its Global Ambitions,” *Foreign Affairs*, January/February 2019, pp. 31-39.
- b. “China Rules” – Special Report by *The New York Times*, November 2018
 - i. Part 1: “The Land That Failed to Fail,” by Philip P. Pan, November 18, 2018, at https://www.nytimes.com/interactive/2018/11/18/world/asia/china-rules.html?emc=edit_nn_20181119&nl=morning-briefing&nid=6329988620181119&te=1
[not in packet]
 - ii. Part 2: “How China’s Rulers Control Society: Opportunity, Nationalism, Fear,” by Amy Qin and Javier C. Hernández, November 25, 2018, at https://www.nytimes.com/interactive/2018/11/25/world/asia/china-freedoms-control.html?emc=edit_nn_20181125&nl=morning-briefing&nid=6329988620181125&te=1
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 - iii. Part 3: “Money and Muscle Pave China’s Way To Global Power,” by Peter S. Goodman and Jane Perlez, November 25, 2018, at <https://www.nytimes.com/interactive/2018/11/25/world/asia/china-world-power.html>
[not in packet]
 - iv. Part 4: “China’s Economy Became Number 2 By Defying No. 1,” by Keith Bradsher and Li Yuan, November 25, 2018, at https://www.nytimes.com/interactive/2018/11/25/world/asia/china-economy-strategy.html?emc=edit_nn_p_20181128&nl=morning-briefing&nid=63299886section%3DlongRead§ion=longRead&te=1
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 - v. Part 5: “The Road to Confrontation,” by Mark Landler, November 25, 2018, at <https://www.nytimes.com/interactive/2018/11/25/world/asia/china-us-confrontation.html>
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- c. Jeffrey A. Bader, "How Xi Jinping Sees the World...and Why," Brookings Institution, February 11, 2016, at <https://www.brookings.edu/research/how-xi-jinping-sees-the-world-and-why/> [not in packet]
- d. China's Belt and Road Initiative
 - i. "Briefing: China's Belt and Road Initiative," *The Economist*, July 28, 2018, pp 13- 16.
- e. China and Its Neighbors - Overview
 - i. Jennifer Lind, "Life in China's Asia: What Regional Hegemony Would Look Like," *Foreign Affairs*, March/April 2018, pp. 71-82.
 - ii. Ben Bland, "Hong Kong and Taiwan caught in crosshairs as Xi chases 'China dream,'" *Financial Times*, July 30, 2018.
- e. China and Japan
 - i. Adam P. Liff, "China, Japan, and the East China Sea: Beijing's 'Gray Zone' Coercion and Tokyo's Response," Brookings Institution, December 2019, at <https://www.brookings.edu/research/china-japan-and-the-east-china-sea-beijings-gray-zone-coercion-and-tokyos-response/>
- f. China and Hong Kong
 - i. Roger Cohen, "The 'Infinity War' in the Streets of Hong Kong," *The New York Times*, December 27, 2019, at https://www.nytimes.com/2019/12/27/opinion/hong-kong-protests.html?nl=todaysheadlines&emc=edit_th_191228
 - ii. "Briefing: Hong Kong's turmoil," *The Economist*, November 23, 2019, pp. 24-26.

- iii. Richard C. Bush, “A requiem for the city of Hong Kong,” Brookings Institution, November 18, 2019, at https://www.brookings.edu/blog/order-from-chaos/2019/11/18/a-requiem-for-the-city-of-hong-kong/?utm_campaign=John%20L.%20Thornton%20China%20Center&utm_source=hs_email&utm_medium=email&utm_content=79671189

- g. China, Hong Kong, and Business
 - i. Victor Cha, “The NBA and China’s Predatory Liberalism,” Lawfare, December 8, 2019, at <https://www.lawfareblog.com/nba-and-chinas-predatory-liberalism>
 - ii. Daniel Victor, “Blizzard Sets Off Backlash for Penalizing Hearthstone Gamer in Hong Kong,” *The New York Times*, October 9, 2019, at <https://www.nytimes.com/2019/10/09/world/asia/blizzard-hearthstone-hong-kong.html>
 - iii. Steven Lee Myers and Chris Buckley, “American Basketball vs. Chinese Hardball: Guess Who Won?” *The New York Times*, October 13, 2019, at <https://www.nytimes.com/2019/10/13/world/asia/china-nba-censorship.html>

- h. China and Southeast Asia
 - i. Oriana Skylar Mastro, “Sea of troubles: In 2020 the world should pay more attention to the South China Sea,” *The World in 2020*” *The Economist*, December 2019, p. 60.
 - ii. Jonathan Stromseth, “The Testing Ground: China’s Rising Influence in Southeast Asia and Regional Responses,” November 2019, at https://www.brookings.edu/research/the-testing-ground-chinas-rising-influence-in-southeast-asia-and-regional-responses/?utm_campaign=John%20L.%20Thornton%20China%20Center&utm_source=hs_email&utm_medium=email&utm_content=79671189

i. China and Russia

- i. Michael E. O’Hanlon and Adam Twardowski, “Unpacking the China-Russia ‘alliance,’ December 13, 2019, Brookings Institution, at https://www.brookings.edu/blog/order-from-chaos/2019/12/13/unpacking-the-china-russia-alliance/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=80800063
- ii. Reid Standish, “China’s Central Asian Plans Are Unnerving Moscow,” *Foreign Policy*, December 23, 2019, at https://foreignpolicy.com/2019/12/23/china-russia-central-asia-competition/?utm_source=PostUp&utm_medium=email&utm_campaign=18848&utm_term=Morning%20Brief%20OC
- iii. Katie Stallard-Blanchette, “Putin and Xi’s Buddy Act Could Blow Up East Asia,” *Foreign Policy*, July 31, 2019, at <https://foreignpolicy.com/2019/07/31/putin-and-xis-buddy-act-could-blow-up-east-asia/>

j. China and the U.S.

- i. Fareed Zakaria, “The New China Scare: Why America Shouldn’t Panic About Its Latest Challenger,” *Foreign Affairs*, January/February 2020, pp. 52-69.
- ii. Odd Arne Westad, “The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?” *Foreign Affairs*, September/October 2019, pp. 85-95.
- iii. Kurt M. Campbell and Jake Sullivan, “Competition Without Catastrophe,” *Foreign Affairs*, September/October 2019, pp. 96-110.

4. Taiwan

- a. Kharis Templeman, "Taiwan's January 2020 Elections: Prospects and Implications for China and the United States," *Brookings*, December 2019, at https://www.brookings.edu/research/taiwans-january-2020-elections-prospects-and-implications-for-china-and-the-united-states/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=81657076 [This article has links to other articles related to Taiwan]
- b. Chris Buckley and Chris Horton, "Unification Plan From China Finds Few Takers in Taiwan," *The New York Times*, January 2, 2019

5. Japan

- a. A Little History
 - i. Japan Between the Wars, 1920-36, at <http://motherearthtravel.com/history/japan/history-9.htm> [not in packet]
 - ii. See, David Pilling, "Japan, China and the legacy of their history problem," *Financial Times* August 23, 2012, p. 7 [the article is found under "A Little History" at the beginning of the readings for this seminar].
- b. Edward A. Fogarty and Gene Park, "Europe and Japan Try to Stave Off Global Disorder," *Current History*, January 2019, pp. 29-35.
- c. Mireya Solis, "Reinventing the Trading Nation: Japan, the United States, and the future of Asia-Pacific trade," *Foreign Policy*, November 2019, at https://www.brookings.edu/research/reinventing-the-trading-nation-japan-the-united-states-and-the-future-of-asia-pacific-trade/?utm_campaign=Foreign%20Policy&utm_source=hs_email&utm_medium=email&utm_content=79472377

d. Japan-U.S. Security Treaty

i. Text of Treaty of Mutual Cooperation and Security Between Japan and the United States of America, at

<https://www.mofa.go.jp/region/n-america/us/q&a/ref/1.html>
[not in packet]

ii. Beina Xu, “The U.S-Japan Security Alliance,” Council on Foreign Relations, July 1, 2014, including: U.S.-Japan Defense Treaty; North Korea and the Nuclear Question; China and the Diaoyu/Senkaku Island Dispute; The Okinawa Issue; and The Future of the Alliance, at

<https://www.cfr.org/backgrounder/us-japan-security-alliance> **[not in packet]**

10. North Korea

a. Scott A. Snyder, “Inter-Korean Military Tension Reduction, North Korean Denuclearization, and the U.S-ROK Security Alliance,” Council on Foreign Affairs, November 15, 2018, at <https://www.cfr.org/blog/inter-korean-military-tension-reduction-north-korean-denuclearization-and-us-rok-security> **[not in packet]**

b. Victor Cha and Katrin Fraser Katz, “The Right Way to Coerce North Korea,” May/June, 2018, pp. 87 -100.

11. South Korea

a. Uri Friedman, “How to Choose Between the U. S. and China? Its Not That Easy,” *The Atlantic* July 26, 2019, at <https://www.theatlantic.com/politics/archive/2019/07/south-korea-china-united-states-dilemma/594850/>

Seminar 3: February 10, 2020 Nuclear Proliferation

Speaker: Dr. Shelton Williams, Founder, President, The Osgood Center,
Washington, D.C.

“I know not with what weapons World War II will be fought, but World War IV will be fought with sticks and stones.” Albert Einstein

Readings:

1. Selected Treaties (ratified and unratified), Agreements and Related Information on nuclear non-proliferation
 - a. The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) (Text)
<https://www.un.org/disarmament/wmd/nuclear/npt/text> **[not in packet]**
 - i. Shashank Joshi, “Going critical: As the Nuclear Non-Proliferation Treaty reaches its half century, it is creaking at the joints,” The World in 2020, *The Economist*, December 2019, pp. 72-73.
 - b. Treaties between the U.S. and the Soviet Union/Russia on nuclear non-proliferation
 - i. Strategic Arms Limitations Talks treaties (SALT)
 - (1) SALT I
<https://www.state.gov/t/isn/5191.htm> **[not in packet]**
 - (2) SALT II (signed but not ratified)
<https://history.state.gov/milestones/1969-1976/salt>
[not in packet]
 - ii. Intermediate-range Nuclear Forces (INF) Treaty.
 - a. The United States withdrew from this treaty on August 2, 2019. See,
<https://www.armscontrol.org/factsheets/INFtreaty>

iii. Strategic Arms Reduction Treaties (START)

- (1) START I – see, <https://fas.org/nuke/control/start1/>
[not in packet]
- (2) START II (never came into force)
 - (A) For general information on why it did not come into force, see, https://en.wikipedia.org/wiki/START_II
[not in packet]
 - (B) For an article by article analysis, see, <https://www.state.gov/t/avc/trty/104150.htm>
[not in packet]
- (3) Strategic Offensive Reductions Treaty (SORT) (also, the Moscow Treaty)
 - (A) See, <https://www.state.gov/t/isn/10527.htm>
- (4) START III/Strategic Offensive Reduction Treaty
 - (A) See, <https://www.armscontrol.org/factsheets/start3>
[not in packet]
- (5) NEW START
 - (A) <https://www.britannica.com/event/Strategic-Arms-Reduction-Talks>
[not in packet]

c. Iran Nuclear Agreement: The Joint Comprehensive Plan of Action

https://www.treasury.gov/resource-center/sanctions/Programs/Pages/jpoa_archive.aspx
[not in packet]

- i. [Zachery Laub and Kali Robinson, “What is the Status of the Iran Nuclear Agreement?” *The Council on Foreign Affairs*, January 7, 2020, at <https://www.cfr.org/background/what-status-iran-nuclear-agreement>](#)

d. Budapest Memorandum on Security Assurances In Connection with Ukraine's Accession to the Treaty on the Non-Proliferation of Nuclear Weapons

i. Text

http://www.un.org/en/ga/search/view_doc.asp?symbol=A/49/765

[not in packet]

ii. Stephen Pifer, The Budapest Memorandum and U.S. Obligations, *Brookings Institute*, December 4, 2014.

<https://www.brookings.edu/blog/up-front/2014/12/04/the-budapest-memorandum-and-u-s-obligations/>

[not in packet]

iii. Issue Brief #3: Nuclear Proliferation International History Project: Mariana Budjeryn, "The Breach: Ukraine's Territorial Integrity and the Budapest Memorandum," Wilson Center, September 30, 2014

<https://www.wilsoncenter.org/publication/issue-brief-3-the-breach-ukraines-territorial-integrity-and-the-budapest-memorandum>

[not in packet]

c. Other Documents/Agreements **[not in packet]**

i. Comprehensive Nuclear Test-Ban Treaty (CTBT) (not yet entered into force)

ii. Banning the Production of Fissile Material (not completed)

iii. Nuclear-Weapon-Free Zones (NWFZ) (this is a regional approach)

iv. See, Melissa Gillis, *Disarmament: A Basic Guide* (United Nations, New York, 2009): Chapter 3, pp. 22-23.

3. Chronological Timelines

a. Chronology of U.S.-North Korean Nuclear and Missile Diplomacy

<https://www.armscontrol.org/factsheets/dprkchron> **[not in packet]**

b. Timeline of Nuclear Diplomacy with Iran

<https://www.armscontrol.org/factsheet/Timeline-of-Nuclear-Diplomacy-With-Iran>

[not in packet]

4. Ernest J. Moniz and Sam Nunn, “The Return of Doomsday: The New Nuclear Arms Race – and How Washington and Moscow Can Stop It.” *Foreign Affairs*, September/October, 2019, pp. 150-161.
6. See, generally, The Wilson Center’s Nuclear Proliferation International History Project, <https://www.wilsoncenter.org/program/nuclear-proliferation-international-history-project> **[not in packet]**
7. Iran
 - a. See Above: U.S. Department of State: Joint Comprehensive Plan of Action
<https://www.state.gov/e/eb/tfs/spi/iran/jcpoa/> **[not in packet]**
 - b. See Above: Timeline of Nuclear Diplomacy with Iran
<https://www.armscontrol.org/factsheet/Timeline-of-Nuclear-Diplomacy-With-Iran>
[not in packet]
 - c. Uri Friedman, “A New Nuclear Era Is Coming,” *The Atlantic*, January 9, 2020, at
<https://www.theatlantic.com/politics/archive/2020/01/soleimani-iran-north-korea-new-nuclear-age/604618/>
 - d. David E. Sanger, “Imaging an Israeli Strike on Iran,” *The New York Times*, March 27, 2010
8. East Asia
 - a. General

Jamil Anderlini, “Asia opts for a replay of cold war nuclear deterrence,” *Financial Times*, May 25, 2017, p. 13.
 - b. North Korea
 - i. See above: Chronology of U.S.-North Korean Nuclear and Missile Diplomacy
<https://www.armscontrol.org/factsheets/dprkchron> **[not in packet]**

- ii. Michal E. O’Hanlon, “North Korea may be willing to begin denuclearization, and Trump should make a deal,” *Brookings*, January 7, 2019. https://www.brookings.edu/blog/order-from-chaos/2019/01/07/north-korea-may-be-willing-to-begin-denuclearization-and-trump-should-make-a-deal/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=68806710
 - i. See, Victor Cha and Katrin Fraser Katz, “The Right Way to Coerce North Korea,” May/June, 2018, pp. 87 -100 under readings for Prof. Machachlan on February 3, 2019.
 - c. Japan
 - i. “Three reasons why Japan will likely continue to reject nuclear weapons.” *The Washington Post*, November 6, 2017 https://www.washingtonpost.com/news/monkey-cage/wp/2017/11/06/japan-is-likely-to-retain-its-non-nuclear-principles-heres-why/?utm_term=.5ddcb3a29d6c
- 9. China
 - a. Nuclear weapons: Warheads up,” *The Economist*, November 23, 2019, pp. 40-41
- 10. Pakistan/India
 - a. The editorial board, “The Pakistan Nuclear Nightmare”, *International New York Times*, November 7, 2015
- 10. Russia
 - a. Olga Oliker, “Moscow’s Nuclear Enigma: What is Russia’s Arsenal Really For?” *Foreign Affairs*, November/December 2018, pp. 52-57.

**Seminar 4: February 17, 2020 From FDR to Trump; From the Great Depression to ?:
The U.S. Presidency and the Changes in International
Leadership**

Speaker: Prof. Jeremi Suri, Mack Brown Distinguished Chair for Leadership in
Global Affairs

Readings:

1. Jeremi Suri, "The Impossible Presidency (Basic Books, New York, 2017):
Introduction: Alone, pp. ix-xxiii; Chapter 1, Origins, pp. 3-22; Chapter 6,
National Healer, pp. 137-178.
2. Jeremi Suri, "Globalism Helped Make America Great," *The New Republic*,
September 26, 2018.
3. "Bartleby: History Lessons: Three national leaders from whom managers could
learn," *the Economist*, August 25, 2018, p. 55
4. Edward Luce, "US is sleepwalking into a world of radical geopolitical
confusion," *Financial Time*, October 19, 2018, p. 4
5. The Changing International Order
 - a. "The Fate of the International Order": The Wilson Center, Fall 2018
<https://wilsonquarterly.com/quarterly/the-fate-of-the-international-order/>
[not in packet]
 - i. Joseph S. Nye, "A Time for Positive-Sum Power"
 - ii. Anne Applebaum, "The Black Hole at the Heart of NATO"
 - iii. Roger Wicker and Ben Cardin, "The Cold War is Over, But The
OSCE's Value Is Timeless"
 - iv. David Bosco, "For the UN, A Rise of Nationalism Reveals An Old
Challenge"
 - v. Trygvi Throntveit, "We Need a New – And True – Wilsonianism"
 - b. See readings for January 27 under "A Changing World Order"

5. The Major Players

a. The United States.

- i. Gideon Rose, "The Fourth Founding: The United States and the Liberal Order" *Foreign Affairs*, January/February 2019, pp. 10-21. **[see, article under this topic in Seminar 1]**
- ii. Jake Sullivan, "More, Less, or Different? Where US Policy Should - and Shouldn't - Go From Here," Review Essay of: *The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of American Primacy*, by Stephan M. Walt ; *The Great Delusion: Liberal Dreams and International Realities*, by John J. Mearsheimer, *Foreign Affairs*, January/February 2019. <https://www.foreignaffairs.com/reviews/review-essay/2018-12-11/more-less-or-different?cid=int-flb&pgtype=hpg> **[not in packet]**

b. China

- i. See readings on China for January 27 and readings for Prof. Maclachlan on February 3, 2020.

c. Russia

- i. Gideon Rachman, "Putin enjoys sweet revenge on the west," *Financial Times*, July 24, 2018, p. 9. [
- ii. See readings for April 13 for Prof. Garza.

d. Europe

- i. Andrew Moravcsik, "Ever-Further Union: What Happened to the European Idea?" *Foreign Affairs*, January/February 2020, pp. 159-165.
- ii. "A continent in peril," *The Economist*, November 9, 2019, p. 9.
- iii. "Charlemagne: Reading the cards," *The Economist*, November 16, 2019, p. 50.

- iv. Erik Jones, "Why European Democracies Are Struggling," *Current History*, March 2019, pp. 83-89.
 - v. Milada Anna Vachudova, "The EU's Eastward Enlargement and the Illiberal Turn," *Current History*, March 2019, pp. 90-95
- e. The Middle East
- i. [see readings under this heading for March 23]
5. Of Rising and Receding Powers:
- a. See, the readings for January 27 (under The U.S., China, Russia, (and Others), and a Changing World Order); February 3 (East Asia); February 10 (Nuclear Proliferation); March 23 (International Security Issues); April 13 (Russia; Democracy).

Additional Readings: NOTE: THE FOLLOWING ARE NOT IN THE READING PACKET; they are provided if you would like to read more.

6. Approaches to International Relations
- a. Traditional Approaches to International Relations:
 - i. Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Spring 1998, pp. 299-46
 - b. Geographic Approaches to International Relations
 - i. Robert D. Kaplan, "The Revenge of Geography," *Foreign Policy*, May/June 2009, pp. 96-105
 - ii. Michael T. Klare, "The New Geography of Conflict," *Foreign Affairs*, May/June 2001
 - c. A Geo-Economics View
 - i. See, Norman Angell, The Great Illusion (First published in 1909; republished 2007)

Seminar 5: February 24, 2020:

- 1. What Business Leaders Need to Know About National Intelligence Agencies and National Security in Statecraft in the 21st Century;**
- 2. Cultural Assessment Methods for Meeting Business Objectives**

- Speakers:
1. Prof. Stephen Slick, Clinical Professor; Director, Intelligence Studies Project, The LBJ School of Public Service, University of Texas at Austin
 2. Dr. Deirdre B. Mendez, Director, Center for Global Business, Lecturer, Red McCombs School of Business, The University of Texas at Austin

Readings:

1. Readings for Prof. Slick: TBA
2. Readings for Prof. Mendez
 - a. Deirdre B. Mendez, *The Culture Solution* (Nicholas Brealey Publishing, Boston and London 2017). Chapter 2. "Know Yourself: Create Your Personal Profile."
 - b. Intercultural Scenario: Nightmare Assignment [**NOTE: THESE MATERIALS WILL BE USED FOR IN-CLASS ROLE PLAYING**]

Seminar 6: March 02, 2020: Centrifugal Forces Dominate Centripetal Ones in the Global Economy for the Last Two Decades

Speaker: Prof. Stephen Magee, Bayless/Enstar Chair and Professor of Finance and Economics, The University of Texas at Austin

Readings: TBA

March 09, 2020: GLOBAL CONNECTIONS: NO CLASS

March 16, 2020: SPRING BREAK: NO CLASS

Seminar 7: March 23, 2020: National Security Issues in a Changing World

Speaker: Prof. (Admiral (Ret.)) Bobby Inman, LBJ Centennial Chair in National Policy, LBJ School of Public Affairs, The University of Texas at Austin

Readings:

1. National Security Strategy of the United States, August 2019 [\[not in packet\]](#)
2. The State of the World Order
 - a. See, the readings for January 27 (under “The U.S., China, Russia, (and Others), and a Changing World Order); February 3 on China and East Asia; February 10 on nuclear proliferation; February 17 under “The changing international System” and “The Major Players”; and April 13 on Russia
4. Russia’s Influence in the 2016 Election and the prospects for the 2020 Election
 - a. Below are links to the two reports commissioned by the Senate Intelligence Committee on this issue:
 - i. “The Tactics and Tropes of the Internet Research Agency,” New Knowledge (based in Austin Texas), at <https://int.nyt.com/data/documenthelper/533-read-report-internet-research-agency/7871ea6d5b7bedafbf19/optimized/full.pdf#page=1> [\[not in packet\]](#)
 - ii. “The IRA, Social Media, and Political Polarization in the United States, 2012-2018,” Computational Research Project, Philip N. Howard, Bharath Ganesh, Dimitra Liotsiou, John Kelly, and Camille François, at <https://int.nyt.com/data/documenthelper/534-oxford-russia-internet-research-agency/c6588b4a7b940c551c38/optimized/full.pdf#page=1> [\[not in packet\]](#)

- b. Declassified report on Russian hacking of the 2016 Presidential Election. “Background to “Assessing Russian Activities and Intentions in Recent U.S. Elections: The Analytical Process and Cyber Incident Attribution.” January 6, 2017
<http://apps.washingtonpost.com/g/page/politics/the-intelligence-community-report-on-russian-activities-in-the-2016-election/2153/>
[not in packet]
- c. Business’ role in the affair
 - i. Sheera Frenkel, Nicholas Confessore, Cecilia Kang, Matthew Rosenberg and Jack Nicas, “Delay, Deny and Deflect: How Facebook’s Leaders Fought Through Crisis,” *The New York Times*, November 14, 2018, at
https://www.nytimes.com/2018/11/14/technology/facebook-data-russia-election-racism.html?emc=edit_th_181115&nl=todaysheadlines&nliid=632998861115 **[not in packet]**
 - ii. Rana Foroohar, “Facebook put profits before democracy,” *Financial Times*, November 19, 2018, p.9

5, Technological Threats and Cyber-warfare

- a. William A. Golston, “Is seeing believing? The deepfake challenge to truth in politics,” *Brookings*, January 8, 2020, at
https://www.brookings.edu/research/is-seeing-still-believing-the-deepfake-challenge-to-truth-in-politics/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=81657076
- b. Mark Mazzetti and Scott Shane, “Spy Chief Calls Cyberattacks Top Threat to the U.S.,” *The New York Times*, March 13, 2013.
- c. David Bott, Sameen Amin, Aaron Byrd, and Jonah M. Kessel, “Cyber conflict: Why the Worst is Yet to Come,” *The New York Times*, January 5, 2019, video, at
<https://www.nytimes.com/video/us/100000006126247/cyber-conflict-war-weapons-threat-attack.html>

6. Nuclear Proliferation
 - a. See, the readings for February 10, 2020 on Nuclear Proliferation
7. Climate Change
 - i. Global Warming: How climate change can fuel wars,” *The Economist*, May 25, 2019, pp. 58-60.
 - ii. See readings on this topic for January 27
8. Terrorism
 - a. Martha Crenshaw, “The Long View of Terrorism,” *Current History*, January 2014, p. 40
9. Outer Space
 - a. James Clay Moltz, “Twenty-First-Century Space Security: Conflict or Collaboration?” *Current History*, January 2015, pp. 16-22.
10. Disease and Pandemic
 - i. Nectar Gann, “A new virus related to SARS is the culprit in China’s mysterious pneumonia outbreak, scientists say.” *CNN*, January 9, 2020, at <https://www.cnn.com/2020/01/08/health/china-wuhan-pneumonia-virus-intl-hnk/index.html>
 - ii. Ed Yong, “When the Next Plague Hits,” *The Atlantic* July/August 2018, pp. 58-72.
11. National Security Implications of Global Business
 - a. Elisabeth Braw, “The Manufacturer’s Dilemma,” *Foreign Policy*, Spring 2019, pp.
 - b. Martina Stevis-Gridneff, “Without Naming Huawei, E.U. Warns Against 5G Firms From ‘Hostile’ Powers,” *the New York Times*, October 9, 2019
 - c. Rana Foroohar, “Globalised business is a US security issue,” *Financial Times*, July 16, 2018, p. 9.

12. Regional and Country Review

- a. See, the readings for January 27 (under “The U.S., China, Russia, (and Others), and a Changing World Order); February 3 on China and East Asia; February 17 under “The changing international system” and “The Major Players”; and April 13 on Russia

- a. Iran
 - i. As this syllabus is being finalized, the U.S.-Iran relationship is under review in the wake of the killing of Qasem Soleimani and the apparent restrained response by Iran which President Trump referred to as a “standing down.” See the following for two sets of articles in the immediate aftermath of Iran’s missile attack:
 - a. Blog Post by James A. Lindsay (a former speaker in the IBFS and now with the Council on Foreign Relations): “The President’s Inbox: The Killing of Qasem Soleimani,” *Council on Foreign Relations*, January 8, 2020, at https://www.cfr.org/blog/presidents-inbox-killing-qasem-soleimani?utm_source=blognotification&utm_medium=email&utm_campaign=Blog%20Post%20Notification%20The%20Water%27s%20Edge&utm_term=WatersEdge
 - b. Ilan Goldenberg, “Will Iran’s Response to the Soleimani Strike Lead to War?,” *Foreign Affairs*: <https://link.foreignaffairs.com/view/591db5892ddf9c3c42088308bcm5l.1vxz/a233b0f7>
 - ii. Suzanne Maloney, “Dreams of Westphalia,” *Foreign Affairs*, January/February 2020, pp. 148-152.
 - iii. “The dreadful relationship,” The World in 2020, *The Economist*, December 2019, pp. 63-64.

c. Middle East

- i. Seth Cropsey, Gary Roughhead, "A U.S. Withdrawal Will Cause a Power Struggle in the Middle East," *Foreign Policy*, December 17, 2019

b. Africa

- i. "Foresight Africa: Top Priorities for the Continent 2020-2030," *Brookings*, January 8, 2020, at https://www.brookings.edu/multi-chapter-report/foresight-africa-top-priorities-for-the-continent-in-2020/?utm_campaign=Africa%20Growth%20Initiative&utm_source=hs_email&utm_medium=email&utm_content=81688349
- ii. N'Goné Fall, "The Future is African," *The World in 2020*, *The Economist*, December 2019, p. 71.
- iii. John McDermott, "Come together," *The World in 2020*, *The Economist*, December 2019, p. 67
- iv. Jonathan Rosenthal, "Extinction event," *The World in 2020*, *The Economist*, December 2019, p. 69.
- v. Jonathan Rosenthal, "Rama-poser," *The World in 2020*, *The Economist*, December 2019, p. 68.
- vi. Christopher Changwe Nshimbi, "Pan-African Aspirations Drive a New Free Trade Pact," *Current History*, May 2019, pp. 188-193

c. Latin America

- i. "The year of (mis)governing," *The World in 2020*, *The Economist*, December 2019, p. 46-47.
- ii. "The Bolsonaro effect in Brazil," *The World in 2020*, *The Economist*, December 2019, p. 47.
- iii. Briefing: Latin America: "The 40-year itch," *The Economist*, May 11, 2019, pp. 18-20.
- iv. Bello: Living beside the volcano [Colombia], *The Economist*, November 2, 2019, p. 32.
- v. Juan Guaidó, "The way to change Venezuela," *The World in 2020*, *The Economist*, December 2019, p. 49.

Seminar 8: March 30, 2020: Global Inequality, Poverty, the Euro, and Global Finance

Speaker: Dr. James K. Galbraith, Lloyd M. Bentsen, Jr. Chair in
Governmental Business Relations, The Lyndon B.
Johnson School of Public Affairs, The University of
Texas at Austin

Readings:

1. Inequality
 - a. See, University of Texas Inequality Project, <https://utip.lbj.utexas.edu/> **[not in packet]**
 - b. James K. Galbraith, "Inequality and Financial Power: A macroeconomic and comparative view," Dudley Seers Lecture, European Association of Development Institutes, Bergen, August 20, 2017 SEE CITE TO THE LECTURE AND POWER POINT UNDER <https://utip.lbj.utexas.edu/> **[not in packet]**
 - c. Jacob Greenspon and Darren Karn, "Success Breeds Inequality: What the Data Shows," *Harvard Business Review*, January-February 2019, pp. 54-55. <https://hbr.org/2019/01/rethinking-efficiency#success-breeds-inequality> **[not in packet]**
 - d. Lucas Chancel, "40 Years of Data Suggests 3 Myths About Globalization," *Harvard Business Review*, March 3, 2018 <https://hbr.org/2018/03/40-years-of-data-suggests-3-myths-about-globalization> **[not in packet]**
 - d. Inequality: The broken ladder," Book review of Emmanuel Saez and Gabriel Zucman, *The Triumph of Injustice* and Daniel Markovits, *The Meritocracy Trap*, and Heather Boushey, *Unbound*, *The Economist*, October 26, 2019, pp. 74-75.
 - e. Nicholas, Lemann, "Unmerited: Inequality and the New Elite, Book review of" Daniel Markovits, *The Meritocracy Trap*, *Foreign Affairs*, January/February 2020, pp. 141-147.
 - g. "Inequality illusions," *The Economist*, November 30, 2019, p. 13
 - h. "Measuring the 1%," *The Economist*, November 30, 2019, pp. 21-24.
 - i. Additional Resource (**not in packet**)

- i. The January/February 2016 issue of *Foreign Affairs*, "Inequality: What Causes It, Why It Matters, What Can Be Done."
 - ii. Joseph E. Stiglitz, *The Price of Inequality* (Norton, New York 2013).
 2. Poverty
 - a. "Free Exchange: Rich economies," *The Economist*, October 19, 2019, p. 74.
 - b. Abhijit V. Banerjee and Esther Duflo, "How Poverty Ends," *Foreign Affairs*, January/February 2020, pp. 22-29.
 3. Europe and the Euro
 - a. The Euro and Europe's Future
 - i. "The euro area: Rift in the union," *The Economist* November 9, 2019, p. 65-66.
 - ii. Carlo Bastasin, "Why Italy cannot exit the euro," Brookings, December 17, 2019
 - iii. "Briefing: The euro at 20," *The Economist*, January 5, 2019. Pp. 14-16.
 - iv. Barry Eichengreen, "Where Did the Euro Go Wrong?" Book Review of *The Euro: How a Common Currency Threatens the Future of Europe*, by Joseph E. Stiglitz (W.W. Norton, 2016); *The Euro and the Battle of Ideas*, by Marcus Brunnermeier, Harold James, and Jean-Pierre Landau (Princeton University Press, 2016); *Current History*, March 2017, pp. 116-119.
 4. The World Economy
 - a. "The world economy's strange new rules," *The Economist*, October 12, 2019, p. 13.
 - b. "Special Report: The world economy, The end of inflation?" *The Economist* October 12, 2019. **[not in packet]**

5. Globalization

- a. “The Crisis of globalization: Interview with Mark Blyth,” *Social Europe*, January 10, 2019, at <https://www.social europe.eu/crisis-of-globalisation-mark-blyth>

Seminar 9 April 06, 2020: The Future of Democracy

Speaker: Prof. Stephanie Holmsten, Lecturer, Department of Government, College of Liberal Arts, The University of Texas at Austin

Readings:

1. Democracy

- a. Kurt Weyland. 2013. “The Threat from the Populist Left.” *Journal of Democracy* 24(3): 18-32.
- b. Philippe C. Schmitter, and Terry Lynn Karl. 1991. “What Democracy Is...and it not.” *Journal of Democracy* 2(3): 75-88.
- c. Larry Diamond. 2002. “Thinking about Hybrid Regimes.” *Journal of Democracy* 13(2): 21-35.
- d. Larry Diamond. 2015. “Facing Up to the Democratic Recession”. *Journal of Democracy* 26(1), 141-155.
- e. Larry Diamond, “Democracy Demotion: How the Freedom Agenda Fell Apart,” *Foreign Affairs*, July/August 2019, pp. 17-25.
- f. James Madison, “The Federalist Papers: No. 10, The Avalon Project: Yale Law School Lillian Goldman Law Library, as found on December 12, 2018 at http://avalon.law.yale.edu/18th_century/fed10.asp **[not in packet]**
- g. Janan Ganesh, “Direct democracy threatens the way we are governed,” *Financial Times*, October 31, 2017, p. 9. **[see article in the section on Democracy in Seminar 1]**

Seminar 10 April 13, 2020:

- 1. Regional Focus: Russia, Eastern Europe and Eurasia**
- 2. TBA**

Speakers:

1. Prof. Thomas J. Garza, Associate Professor of Slavic Languages & Literature, The University of Texas at Austin
2. TBA

Map: Russia and Eurasia [[Source](#): *Current History*, October 2018]

Readings for Prof. Garza:

1. Putin's Presidency
 - a. Karen Dawisha, *Putin's Kleptocracy: Who Owns Russia?* (Simon & Schuster, New York 2014): Introduction, p. 1; Chapter 7: "Russia, Putin, and the Future of Kleptocratic Authoritarianism," pp. 313-350.
 - b. Jeremy Morris, "Russia's Incoherent State," *Current History*, October 2019, pp. 251-257
3. Russia and the West
 - a. Thomas Graham, "Let Russia Be Russia: The Case for a More Pragmatic Approach to Moscow," *Foreign Affairs*, November/December 2019, pp. 134-146.
 - b. Gideon Rachman, "Putin enjoys sweet revenge on the west," *Financial Times*, July 24, 2018, p. 9.
 - c. Lilia Shevtsova, "Russia cannot live with the west – or without it," *Financial Times*, March 20, 2017, p. 9.
 - d. Fyodor Lukyanov, "Putin's Foreign Policy," *Foreign Affairs*, May/June 2016, pp. 30-37
4. Crimea
 - a. Daniel Treisman, "Why Putin Took Crimea," *Foreign Affairs*, May/June 2016, pp. 47-54.

5. Ukraine
 - a. The Budapest Memorandum [See the Memorandum provided for February 10]
 - b. Mariana Budjeryn, “The Breach: Ukraine’s Territorial Integrity and the Budapest Memorandum,” Issue Brief #3: Nuclear Proliferation International History Project, Wilson Center, <https://www.wilsoncenter.org/sites/default/files/Issue%20Brief%20No%203--The%20Breach--Final4.pdf>
[not in packet]
6. Mikheil Saakashvili, “Russia’s Next Land Grab Won’t Be in an Ex-Soviet State. It Will Be in Europe.” *Foreign Policy*, March 15, 2019,
7. Sino-Russian Relations
 - a. See articles on China and Russia for Prof. Maclachlan on February 3.
8. Eurasia/Central Asia
 - a. See Reid Standish, “China’s Central Asian Plans Are Unnerving Moscow,” *Foreign Policy*, December 23, 2019 (assigned in readings for Prof. Maclachlan on February 3), at https://foreignpolicy.com/2019/12/23/china-russia-central-asia-competition/?utm_source=PostUp&utm_medium=email&utm_campaign=18848&utm_term=Morning%20Brief%20OC
[not in packet]
 - b. Kemal Kirişci and Philippe Le Corre, “The new geopolitics of Central Asia: China vies for influence in Russia’s backyard,” *Brookings Institute*, January 2, 2018. <https://www.brookings.edu/blog/order-from-chaos/2018/01/02/the-new-geopolitics-of-central-asia-china-vies-for-influence-in-russias-backyard/> **[not in packet]**

Seminar 11 April 20, 2020: The History and Future of MN Corporations

Speaker: Mohan Kharbanda, Retired Senior Executive, Various Fortune
100 Companies

Readings:

1. Mohan Kharbanda, "Multinational Corporations in Transition," Blog post, University of Texas at Austin Center for Global Business, Longhorn Global Biznet, November 16, 2017.
2. Rita McGrath, "Business leaders are blinded by industry boundaries," *Financial Times*, April 23, 2019, p. 9.
3. Harry Campbell, "Alibaba and the Future of Business," *Harvard Business Review*, September-October 2018, at <https://hbr.org/2018/09/alibaba-and-the-future-of-business> [not in packet]
3. Andrew Edgecliffe-Johnson, "Beyond the Bottom Line," *Financial Times*, January 5-6, 2019, Life & Arts p. 1.
4. Martin Wolf, "Rethink the purpose of the corporation," *Financial Times*, December 12, 2018, p. 9.
5. Luigi Zingales, "Shareholder welfare, not value, should be the priority," *Financial Times*, November 12, 2018, p. 9.
6. Milton, "The Social Responsibility of Business is to Increase its Profits," *The New York Times Magazine*, September 13, 1970.
7. Murray L. Weidenbaum and Mark Jensen, New Introduction to , Adolf A. Berle and Gardiner C. Means, The Modern Corporation and Private Property (Transaction Publishers New Brunswick (U.S.A.) and London (U.K. Tenth Printing 2009; Originally Published in 1932 by Harcourt, Brace & World, Inc.)
8. Schumpeter: History's biggest companies," *The Economist* July 7, 2018, p. 56.
7. Parag Khanna, "Rise of the Titans," *Foreign Policy*, March/April 2016, pp. 51-55.
8. Schumpeter, "Canaries in the coal mine," *The Economist*, June 16, 2018, p. 58.
9. Gillian Tett, "Executives quietly turn away from globalisation," *Financial Times*, June 2, 2017, p. 9.
10. Chris Giles, "Beijing arrest of Canadians sparks fears for staff safety," *Financial Times*, December 12, 2018, p. 4.
11. Jamil Anderlini, "China sends its wealthy a chilling message," *Financial Times* February 2, 2017, p. 9.

12. Rana Foroohar, "Facebook put profits before democracy," *Financial Times*, November 19, 2018, p. 9 [see the readings for March 23 under section captioned "Business' role in the affair" for the article]
13. Kiran Stacey, "Techs hid Russian meddling in US," *Financial Times*, December 18, 2018, p. 1 [see the readings for March 23 under section captioned "Business' role in the affair" for the article]
14. Rana Foroohar, "A post-populist playbook for capitalists," *Financial Times*, June 25, 2017, p. 9
14. Geoffrey Jones, "The Rise of Corporate Nationality," *Harvard Business Review*, October 2006, at <https://hbr.org/2006/10/the-rise-of-corporate-nationality>
15. ISee readings for January 27 (Business in a Turbulent World), and March 24 under section captioned National Security Implications of Global Business).
16. Suggested Books (in addition to those listed for January 28)
 - i. Pankaj Ghemawat, *The New Global Roadmap: Enduring Strategies for Turbulent Times* (Ebook, May 01, 2018), Summary at <https://hbr.org/product/the-new-global-road-map-enduring-strategies-for-turbulent-times/10172E-KND-ENG?autocomplete=true> [**not in packet**]
 - ii. Thomas Friedman, *Thanks for Being Late* (Farrar, Straus & Giroux, 2016)

Seminar 12: April 27, 2020: Group Presentations

Seminar 13: May 04, 2020: Group Presentations