



INTERNATIONAL BUSINESS FELLOWS SEMINAR

SPRING 2017

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**Course Web Page:** \_\_\_\_\_

<b>Course Number</b>	IB 395	<b>Unique Number</b>	05420
	REE 380		44680
	PA 387K		61287

**Time:** Monday 5:00 - 8:00 p.m.  
**Classroom:** CBA 4.324  
**Pre-requisite:** Graduate Standing

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### 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 21<sup>st</sup> 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

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 21<sup>st</sup> 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 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* is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer 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 Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is

## **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 Services 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 Graduate 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 Graduate 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 Graduate 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](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 23, 2017: 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 – witnesses to – the unraveling of the present era of globalization?

Readings:

1. A little history: “The past is not dead. It’s not even past,” William Faulkner, *Requiem for a Nun*
  - a. Joshua N. Feinman, Chief Global Economist, Deutsche Asset Management, “A closer look: Backlash against globalization: Déjà vu?” December 2016  
[https://etfus.deutscheam.com/US/EN/resources/insights/market-insights/A\\_close\\_Look\\_Josh\\_Feinman\\_December\\_2016.pdf](https://etfus.deutscheam.com/US/EN/resources/insights/market-insights/A_close_Look_Josh_Feinman_December_2016.pdf)
  - b. David Pilling, “Japan, China and the legacy of their ‘history problem’”, *Financial Times*, August 23, 2012, p. 7
2. Demographics
  - a. John Authers, “Demographics and markets: The effects of ageing,” *Financial Times*, October 25, 2016
  - b. “Demography in Japan: A negative-sum game: Desperately seeking young people,” *the Economist*, January 7, 2017  
<http://www.economist.com/news/asia/21713868-there-arent-many-and-cities-are-growing-desperate-desperately-seeking-young-people?frsc=dg%7Cd>
  - c. Ruchir Sharma, “The Demographics of Stagnation,” *Foreign Affairs*, March/April 2016, pp. 18-24
  - d. Nicholas Eberstadt, “The Human Population Unbound,” *Current History*, January 2014, p. 43

3. A Positive-sum vs. a Zero-sum world
  - a. Martin Wolf, “The dangers of living in a zero-sum world economy,” *Financial Times*, December 19, 2007, p. 11
  
4. The Future of Globalization
  - a. “Free Exchange: The consensus crumbles,” *The Economist* July 2, 2016, p. 67
  - b. Martin Wolf, “The tide of globalisation is turning,” *Financial Times*, September 7, 2016, p. 11
  - c. Homi Kharas and John W. McArthur, “Can globalization be rescued from itself?” *11 Global Debates*, Brookings Institution 2016, [https://www.brookings.edu/wp-content/uploads/2016/10/global\\_20161003\\_can-globalization-be-rescued-from-itself.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/global_20161003_can-globalization-be-rescued-from-itself.pdf)
  - d. Laurence Chandy and Kemal Dervis, “Are technology and globalization destined to drive up inequality?” *11 Global Debates*, Brookings Institution 2016, [https://www.brookings.edu/wp-content/uploads/2016/10/global\\_20161004\\_technology-and-globalization.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/global_20161004_technology-and-globalization.pdf)
  - e. Joshua P. Meltzer, “The U.S. and international trade: Why did things go sour?” *11 Global Debates*, Brookings Institution 2016, [https://www.brookings.edu/wp-content/uploads/2016/10/global\\_20161003\\_international-trade.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/global_20161003_international-trade.pdf)
  - f. Dani Rodrik, *The Globalization Paradox* (W.W. Norton & Co., 2011), Chapter 9: “The Political Trilemma of the World Economy,” pp. 184-206
  
5. Climate Change
  - a. Veerabhadran Ramanathan, Jessica Seddon, and David G. Victor, “The Next Front on Climate Change: How to Avoid a Dimmer, Drier World,” *Foreign Policy*, March/April 2016, pp. 135-142

- b. Amar Bhattacharya, "Can the ambitions of the Paris Climate Agreement be met? *11 Global Debates*, Brookings Institution 2016, Chris Mooney,  
[https://www.brookings.edu/wp-content/uploads/2016/10/global\\_20161004\\_paris-climate-agreement.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/global_20161004_paris-climate-agreement.pdf)

6. The Future

- a. Kishore Mahbubani and Lawrence H. Summers, "The Fusion of Civilizations: The Case for Global Optimism," *Foreign Affairs*, May/June 2016, pp. 126-135
- b. James Stavridis, "The dawning of the age of biology," *Financial Times*, January 19, 2014
- c. "Forecast: The World in 2114," *Financial Times* February 14/15, 2014, p. 7, extract from *In 100 Years: Leading Economists Predict the Future*, edited by Ignacio Palacios-Huerta and published by MIT Press
- d. *Global Trends 2030: Alternative Worlds*" a publication of the National Intelligence Council, December 2012  
<http://globaltrends2030.files.wordpress.com/2012/11/global-trends-2030-november2012.pdf>

**Seminar 2: January 30, 2017: Great Power Politics and East Asia**

Speaker: Dr. Eugene Gholz, Associate Professor of Public Affairs, The Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin

Map: East and Southeast Asia, *Current History*, September 2016,

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 21<sup>st</sup> Century (Random House, New York, 2013): Chapter 2 "Humiliation", pp. 11-36
- c. Michael Mandelbaum, *Mission Failure: America and the World in the Post-Cold War Era*, (Oxford University Press, 2016), "The Rise of China," from Chapter 6, "The Restoration," pp. 343-353
- d. Graham Allison, "Thucydides's trap has been sprung in the Pacific," *Financial Times*, August 22, 2012, p. 7

2. A Shifting World Order

- a. Evan A. Feigenbaum, "China and the World," *Foreign Affairs*, January/February 2017, pp. 33-40
- b. John Sawers, "A return to a world of great power rivalry," *Financial Times*, October 20, 2016, p. 11
- c. Henry Kissinger, World Order, Chapter 6, "Toward an Asian Order: Confrontation or Partnership?", pp. 212-233

3. The South China Sea

- a. Robert D. Kaplan, *Asia's Cauldron: The South China Sea and the End of a Stable Pacific*, Chapter I, "The Humanist Dilemma," pp. 5-31; Chapter VIII, "The State of Nature," pp. 164-183

4. China and the U.S.

- a. Mark Beeson, "Can the US and China Coexist in Asia?" *Current History*, September 2016, pp. 203- 208
- b. Martin Jacques, "The myopic western view of China's rise," *Financial Times*, October 23, 2014, p. 9
- c. Christopher Layne, "America's view of China is fogged by liberal ideas," *Financial Times*, August 14, 2014

4. China and Russia.

- a. Fu Ying, "How China Sees Russia," *Foreign Affairs*, January/February 2016, pp. 96-105

- b. Gideon Rachman, "China, Russia and the 'Sinatra doctrine,'" *Financial Times*, November 25, 2014, p. 9
5. China and Taiwan
- a. "China: The One-China Policy: Caught in the Middle," *The Economist*, December 17, 2016, pp. 39-40
  - b. Jane Perlez, "If Donald Trump Pushes on Taiwan, How China Could Push Back," *The New York Times*, December 12, 2016
6. Japan and Russia
- a. Yoichi Funabashi, "Japan seizes the rare chance of a reset with Russia," *Financial Times*, December 8, 2016, p. 9
7. North Korea
- a. "North Korea poses a clear and present danger," *Financial Times*, December 13, 2016, p. 10
  - b. "Banyan: Evil genius," *The Economist*, October 8, 2016, p. 38

**Seminar 3: February 6, 2017: Nuclear Proliferation**

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

Readings:

- 1. Selected Treaties (ratified and unratified) and Agreements
  - a. The Treaty on the Non-Proliferation of Nuclear Weapons (NPT)
    - i. (Text of the NPT)
    - ii. Melissa Gillis, Disarmament: A Basic Guide (United Nations, New York, 2009): Chapter 4: "The Nuclear Non-Proliferation Treaty", pp. 25-31

- b. Treaties Between the U.S. and the Soviet Union/Russia
  - i. Strategic Arms Limitations Talks treaties
    - a. SALT I
    - b. SALT II (signed but not ratified)  
<https://history.state.gov/milestones/1969-1976/salt>
    - c. Intermediate-range Nuclear Forces (INF) Treaty  
<https://www.armscontrol.org/factsheets/INFtreaty>
  - ii. Strategic Arms Reduction Treaties (START)
    - a. START I
    - b. START II (never came into force)
    - c. START III/Strategic Offensive Reduction Treaty (SORT) (also known as the Moscow Treaty)
    - d. NEW START  
<https://www.britannica.com/event/Strategic-Arms-Reduction-Talks>
- c. Iran Nuclear Agreement: The Joint Comprehensive Plan of Action  
<https://www.state.gov/e/eb/tfs/spi/iran/jcpoa/>
- 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](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/49/765)
  - ii. Background  
<https://www.brookings.edu/blog/up-front/2014/12/04/the-budapest-memorandum-and-u-s-obligations/>
- e. 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)

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

3. General

- a. Matthew Symonds, "A lower nuclear threshold," *The Economist: The World in 2017*, p. 69-70
- b. Fred Kaplan, "Rethinking Nuclear Policy," *Foreign Affairs*, September/October 2016, pp. 19-25
- c. Steven Pifer, Brookings Report: "Nuclear modernization, arms control, and U.S.-Russia relations," Brookings Institution, October 25, 2016

<https://www.brookings.edu/research/nuclear-modernization-arms-control-and-u-s-russia-relations/>

4. Iran

- a. U.S. Department of State: Joint Comprehensive Plan of Action <https://www.state.gov/e/eb/tfs/spi/iran/jcpoa/>
- b. "The nuclear deal with Iran: On borrowed time," *The Economist*, November 19, 2016, pp. 39-40
- c. "The Iran nuclear accord: Making the world a bit safer," *The Economist*, July 18, 2015
- d. David E. Sanger, "Imaging an Israeli Strike on Iran," *The New York Times*, March 27, 2010

5. North Korea

- a. "Briefing: North Korea's nuclear weapons: By the rockets' red glare," *The Economist*, May 28, 2016
- b. Siegfried S. Hecker, "Lessons learned from the North Korean nuclear crises," *Dadalus* Winter 2010 (© 2010 The American Academy of Arts & Sciences), pp. 44-56.
- c. See readings on North Korea from January 30, 2017

6. Pakistan/India

- a. The editorial board, “The Pakistan Nuclear Nightmare”, *International New York Times*, November 7, 2015

**Seminar 4: February 13, 2017 Europe: Brexit, Grexit, Fixit**

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. Books

- a. James K. Galbraith, Welcome to the Poisoned Chalice: The Destruction of Greece and the Future of Europe (Yale University Press, 2016) [**Not in packet**]
- b. Andrew Moravcsik, “Europe’s Ugly Future :Muddling Through Austerity [Book reviews of Yanis Varoufakis, And the Weak Suffer What They Must (Nation Books, 2016); James K. Galbraith, Welcome to the Poisoned Chalice: The Destruction of Greece and the Future of Europe (Yale University Press, 2016); Joseph Stiglitz, The Euro: How a Common Currency Threatens the Future of Europe (Norton, 2016),” *Foreign Affairs*, Novemberr/December, 2016, pp. 139-146

2. Brexit

- a. “Britain and the European Union: How and why Brexit won,” *The Economist*, January 7, 2017  
<http://www.economist.com/news/books-and-arts/21713821-first-books-try-explain-shock-referendum-last-june-how-and-why-brexit?frsc=dg%7Cd>

- b. Matthias Matthijs, "Europe After Brexit," *Foreign Affairs*, January/February 2017, pp. 85-95
  3. Grexit
    - a. Pierre Moscovici, "Greece deserves more than endless austerity," *Financial Times*, December 16, 2016, p. 11
  3. Germany
    - a. Martin Wolf, "Germany is the eurozone's biggest problem," *Financial Times*, May 11, 2016, p. 9
    - b. Jens Spahn, "Thanks for the advice but we prefer fiscal discipline," *Financial Times*, October 18, 2016, p. 11
  4. France
    - a. "Charlemagne/ Au revoir, l'Europe: What if France voted to leave the European Union?" *The Economist* August 6, 2016, p. 42
  5. Italy
    - a. Wolfgang Münchau, "Italy poses a huge threat to the euro and union," *Financial Times*, December 12, 2016, p. 11
  6. Poland
    - a. "Charlemagne/ For our freedom and yours," *The Economist* November 5, 2016, p. 47
  7. The Future of Europe
    - a. Manuel Valls, "The push for Europe to redefine itself," *Financial Times*, October 13, 2016, p. 11
    - b. Mark Mazower, "Europe faces a perilous and uncertain future," *Financial Times*, August 1, 2016, p. 9

- c. Nader Mousavizadeh and Erik Jones, "The plight and peril of a world without Europe," *Financial Times*, August 21, 2012, p. 7

**Seminar 5: February 20, 2017: Cultural Assessment Methods for Meeting Business Objectives**

Speaker: Dr. Deirdre B. Mendez, Associate Director, Center for Global Business, Lecturer, Red McCombs School of Business, The University of Texas at Austin

Readings:

1. Executive Toolkit for Cultural Analysis (Answer the questions in the *Behaviors and Attitudes* section and fill out the chart on p. 34.)

**Seminar 6 February 27, 2017:**

1. **The Art of Strategy: Planning for the Future in an Age of Uncertainty**
2. **The State of the World: Regional Focus: East Asia (and Its Environs)**

Speakers:

1. Ambassador Robert L. Hutchings, The Walt and Elspeth Rostow Chair in National Security and Professor of Public Affairs, The Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin
2. Prof. Patricia Maclachlan, Associate Professor of Government and Asian Studies, Department of Government; Mitsubishi Heavy Industries Professor of Japanese Studies; past Director, Center for East Asian Studies, The University of Texas at Austin

Readings:

1. **The Art of Strategy: Planning for the Future in an Age of Uncertainty**
  - a. Mapping the Global Future" (aka Global Trends 2020), (i) Executive Summary; (ii) Methodology Section  
<http://www.futurebrief.com/project2020.pdf>

- b. Global Trends 2030, Executive Summary  
[https://www.dni.gov/files/documents/GlobalTrends\\_2030.pdf](https://www.dni.gov/files/documents/GlobalTrends_2030.pdf)
- c. Robert Hutchings, "Is There a Map to the Future?" *Foreign Policy* online August 31, 2011  
[www.foreignpolicy.co/articles/2011/08/31/is\\_there\\_a\\_map\\_to\\_the\\_future](http://www.foreignpolicy.co/articles/2011/08/31/is_there_a_map_to_the_future)
- d. Michael F. Oppenheimer, "From Prediction to Recognition: Using Alternate Scenarios to Improve Foreign Policy Decisions," *SAIS Review*, Volume 32, Number 1, Winter-Spring 2012, pp. 19-31
- e. Robert L. Hutchings and Bart M.J. Szewczyk, "The Global Future and Its Policy Implications: Views from Leading Thinkers on Five Continents," *The Atlantic Council of the United States*,  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1881953](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1881953)
- f. Discussion Paper: National Intelligence Council NIC 2020 Project Inaugural Conference, 6 November 2003

**2. The State of the World: Regional Focus: East Asia (and Its Environs)**

Readings: See the readings for January 30, 2017

**March 6, 2017: GLOBAL CONNECTIONS: NO CLASS**

**March 14, 2016 SPRING BREAK: NO CLASS**

**Seminar 8 March 20, 2017: Managing in a Time of Global Uncertainty**

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

Suggested Readings:

1. Thomas Friedman, [Thanks for Being Late](#) (Farrar, Straus & Giroux, 2016)
2. Richard Haass, [A World in Disarray: American Foreign Policy and the Crisis of the Old Order](#) (Penguin Press, 2017)
3. Dean Acheson, [Present at the Creation](#) (W.W. Norton, 1987)

**Seminar 9: March 27, 2017: 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. Overview

- a. U.S. Department of Defense, Quadrennial Defense Review, March 2014  
[http://www.defense.gov/pubs/2014\\_Quadrennial\\_Defense\\_Review.pdf](http://www.defense.gov/pubs/2014_Quadrennial_Defense_Review.pdf) [not in packet]

2. U.S. Foreign Policy

- a. Robert Zoellick, "With Trump, the US foreign policy framework is at risk," *Financial Times*, December 15, 2016, p. 9

3. The State of the World Order

- a. Henry Kissinger, World Order (Penguin Press, 2014), "Introduction: The Question of World Order," pp. 1-10; "Conclusion: World Order in Our Time?" pp. 361-374
- b. Joseph S. Nye, Jr., "Will the Liberal Order Survive?" *Foreign Affairs*, January/February 2017, pp. 10-16
- d. Michael J. Mazarr, "The Once and Future Order," *Foreign Affairs*, January/February 2017, pp.25-32

4. The Return of the Fight over “isms”

a. Nationalism

- i. “Global Politics: League of nationalists,” *The Economist*, November 19, 2016, pp. 51-54
- ii. Tony Barber, “A new kind of nationalism is stalking Europe,” *Foreign Affairs*, July 12, 2016, p.9
- iii. Gideon Rachman, “The Clash of Civilizations Revisited,” *Financial Times*, November 7, 2015, p. 11

b. Populism

- i. Fareed Zakaria, “Populism on the March,” *Foreign Affairs*, November/December 2016, pp. 9-15

c. Fascism

- i. Mark Mazower, “Ideas that fed the beast of fascism flourish,” *Financial Times*, November 7, 2016, p. 13
- ii. Pankaj Mishra, “The Globalization of Rage,” *Foreign Affairs*, November/December 2016, pp. 46-54

d. Liberalism and Democracy

- i. Fareed Zakaria, “The Rise of Illiberal Democracy,” *Foreign Affairs*, November 1, 1997
- ii. Fareed Zakaria, “America’s democracy has become illiberal,” *The Washington Post*, December 29, 2016
- iii. Robert D. Kaplan, “The Future of Democracy: Was Democracy Just a Moment?” *The Atlantic Monthly*, December 1997
- iv.. Martin Wolf, “Democrats, demagogues and despots,” *Financial Times*, December 21, 2016, p. 9

5. Nuclear Proliferation

See, Seminar 10 on Nuclear Proliferation

6. Cybersecurity

- a. 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”

<http://apps.washingtonpost.com/g/page/politics/the-intelligence-community-report-on-russian-activities-in-the-2016-election/2153/>

- b. Mark Mazzetti and Scott Shane, “Spy Chief Calls Cyberattacks Top Threat to the U.S.,” *The New York Times*, March 12, 2013

7. Climate Change

- a. U.S. Department of Defense 2014 Climate Change Adaptation Roadmap <http://www.acq.osd.mil/ie/download/CCARprint.pdf>

- b. See, readings for January 23, 2017

8. Terrorism

- a. Ayelet Gundar-Goshen, “The attacks that tattooed terror on our minds,” *Financial Times*, September 9, 2016, p. 9

- b. 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. Pandemic

- a. “Pandemics: An ounce of prevention,” *The Economist*, March 19, 2016, p. 16

11. Regional and Country Review

a. Overview

- i. “Pax Trumpiana,” *The Economist*, December 17, 2016, pp. 52-54

b. Europe

- i. See, the readings for February 13, 2017

c. Russia

1. “Banyan/The Other pivot,” *The Economist*, November 26, 2016, p. 38
2. Joshua Lustig, “Anguished Echoes of Empire,” *Current History*, October 2016, pp. 284-286
3. Stephen Kotkin, “Russia’s Perpetual Geopolitics,” *Foreign Affairs*, May/June 2016, pp. 2-9
4. Fyodor Lukyanov, “Putin’s Foreign Policy: The Quest to Restore Russia’s Rightful Place,” *Foreign Affairs*, May/June 2016, pp. 30-37

d. Middle East

- i. Nicolas Pelham, “All too combustible: A tour around the region’s flashpoints,” *The Economist: The World in 2017*, p. 64
- ii. “Briefing: Arab youth: Look forward in anger,” *The Economist*, August 6, 2016, p. 16-18
- iii. Turkey
  1. Amanda Paul, “Turkey’s Tenuous Pivot Toward Russia,” *Current History*, October 2016, pp. 277-279

iv. Saudi Arabia

1. F. Gregory Gause III, "The Future of U.S.-Saudi Relations," *Foreign Affairs*, July/August 2016, pp. 114-126

v. Iran

1. Pratibha Thaker, "Meet Chiran," *The Economist: The World in 2017*, p. 65

e. Eurasia

- i. Robert D. Kaplan, "Eurasia's Coming Anarchy," *Foreign Affairs*, March/April 2016, pp. 33-41

vii. China and the Far East

- i. See, the readings for January 30, 2016

**Seminar 10 April 3, 2017: Globalization and Labor Issues; Poverty and Inequality**

*"I trained for a world that doesn't exist."* as quoted in "Briefing: the jobless young," *The Economist* September 10, 2011, p. 75

Speakers:

1. Dr. Christopher T. King, Director, Ray Marshall Center for The Study of Human Resources, LBJ School of Public Affairs, The University of Texas at Austin
2. Heath Prince, Associate Director, Ray Marshall Center for the Study of Human Resources, LBJ School of Public Affairs, The University of Texas at Austin

Readings:

1. Prof. King
  - a. Employment
    - i. International Labor Organization, "Global Employment Trends 2014: The Risk of a Jobless Recovery?"  
<http://www.ilo.org/global/research/global-reports/global-employment-trends/2014/lang--en/index.htm>
    - ii. Andrew McAfee and Erik Brynjolfsson, "Human Work in the Robotic Future," *Foreign Affairs*, July/August 2016, pp. 139-150
    - iii. "The world economy: Wealth without workers, workers without wealth," *The Economist*, October 4, 2014, p. 14
2. Prof. Prince
  - a. Heath Prince, Macro-level Drivers of Multidimensional Poverty in Sub-Saharan Africa: Explaining Change in the Human Poverty Index  
<http://www.aejonline.org/index.php/aej/article/view/73/98>
  - b. Anna Bernasek, "A Global Gauge Finds Progress Against Poverty," *The New York Times*, December 14, 2014, p. BU 8
  - c. Dollar, David AND Aart Kraay (2000): "Growth is Good for the Poor", *World Bank Policy Research Working Paper series*, No. 2587, Washington, D.C., World Bank  
<http://elibrary.worldbank.org/doi/book/10.1596/1813-9450-2587>
  - d. Donaldson, John A. (2008): "Growth is Good for Whom, When, and How? Economic Growth and Poverty Reduction in Exceptional Cases," *World Development*, Vol. 36, No. 11, pp. 2127-2143.  
<https://ideas.repec.org/a/eee/wdevel/v36y2008i11p2127-2143.html>
  - e. Hoddinott, John, Tassew Woldehanna, Linda Montillo-Burton, Agnes Quisumbing, Jorge Agüero, Michael Carter, and Julian May (2007): "Pathways from Poverty: A Multi-country Study." Basis Brief 2007-08, Department of Agricultural and Applied

Economics, University of Wisconsin, Madison.

[www.basis.wisc.edu/live/ama\\_publications.html](http://www.basis.wisc.edu/live/ama_publications.html)

- f. Barrett, Christopher B., Michael R. Carter, and Peter D. Little (2006): “*Understanding and Reducing Persistent Poverty in Africa: Introduction to a Special Issue*,” *Journal of Development Studies*, Vol. 42, No. 2, 167–177, (February)  
<http://www.tandfonline.com/doi/abs/10.1080/00220380500404587#.VItxvXurH0w>
- g. Moser, Caroline O.N. (1998): “*Reassessing urban poverty reduction strategies: The asset vulnerability framework*,” *World Development Vol 26, No 1, pp 1-19* The World Bank, Washington DC  
[\[http://econpapers.repec.org/article/eeewdevel/v\\_3a26\\_3ay\\_3a1998\\_3ai\\_3a1\\_3ap\\_3a1-19.htm](http://econpapers.repec.org/article/eeewdevel/v_3a26_3ay_3a1998_3ai_3a1_3ap_3a1-19.htm)
- h. Arimah, B. (2004): “Poverty Reduction and Human Development in Africa”, *Journal of Human Development*. 5: 399-415.  
[http://www.tandfonline.com/doi/abs/10.1080/1464988042000277260#.Vlty\\_3urH0w](http://www.tandfonline.com/doi/abs/10.1080/1464988042000277260#.Vlty_3urH0w)
- i. Ranis, G., F. Stewart. and E. Samman (2006): “*Human Development: Beyond the Human Development Index*.” *Journal of Human Development*, Vol. 7, No. 3 (November).  
<http://www.econ.yale.edu/~granis/papers/human-develop-jhd-2006.pdf>
- j. Carol Graham, “GDP growth – is it ‘good enough’ or does it distort policymaking?” *11 Global Debates*, Brookings Institution 2016  
[https://www.brookings.edu/wp-content/uploads/2016/10/global\\_20161004\\_gdp-growth.pdf](https://www.brookings.edu/wp-content/uploads/2016/10/global_20161004_gdp-growth.pdf)

**Seminar 11                      April 10, 2017                      How Lawyers and Polarization Destroyed  
Ancient Athens: Lessons for the United States**

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

Readings:

1. Francis Fukuyama, The Origins of Political Order (New York: Farrar, Strauss and Giroux, 2011). Preface ix-xiv, and Chapter 1: The Necessity of Politics,” pp. 3-25
2. Stephen P. Magee, “Lawyers as Spam: Congressional Capture Explains Why U.S. Lawyers Exceed the Optimum,” in The American Illness: Essays on the Rule of Law, edited by F. H. Buckley (Yale University Press, New Haven & London, 2013)
3. Richard Rosecrance, “The Rise of the Virtual State,” *Foreign Affairs*, July/August, 1996
4. James R. Kurth, “The political consequences of the product cycle: industrial history and political outcomes,” *International Organization* 33, 1, Winter 1979

**Seminar 12 April 17, 2017: Presentations**

**Seminar 13 April 24, 2017: Presentations**

**Seminar 14: May 1, 2017: Presentations**