DEREE COLLEGE SYLLABUS FOR:

IBX 3017 GLOBAL MARKETS AND POLITICS (Optional, non-validated)

US CREDITS: 3/0/3

(Revised, Fall 2016)

PREREQUISITES:

None.

CATALOG DESCRIPTION:

An overview of recent developments in the global economy with reference to social strains and emanating economic and political crises. Areas of political distress and possible societal disruption. Current trends in the ways democracies function and what new challenges they are up against.

RATIONALE:

This course aims to enlighten students of current events and trends in global economies and to the challenges societies and traditional democratic regimes are facing. It will be of interest to students of international relations and economics as well as to business students aiming to expand their knowledge to the direction of acquiring significant leadership skills. The instructor will emphasize both theory and practice using lectures and many practical examples.

LEARNING OUTCOMES:

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

1. Explain major contemporary developments to the direction of global economy outcomes and the basic reasons behind crises and instability.
2. Assess the reasons behind great shifts and dysfunctions in contemporary democratic institutions and societies and explain why the far right is emerging and what is behind the emergence of radical Islam even in democratic societies.
3. Summarize and discuss some of the major issues faced by decision makers in tackling grave and eminent social problems.
4. Discuss and evaluate current political leadership and motivational concepts.
5. Evaluate the key issues governments are facing in deciding courses of action for the future.

METHOD OF TEACHING AND LEARNING:

In congruence with the learning and teaching strategy of the college, the following tools are used:

- Classes consist of lectures, discussions, case analysis and critical analysis of additional reading materials.
- Term project and presentation: Students in small groups conduct desk research on a topic discussed during the lectures and present it in class.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content;
- Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors employ the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. By using this interface effectively, students are also provided with the opportunity to retrieve, process, analyze and communicate information.

ASSESSMENT:

Case discussion - **formative**	0%	
Term project - **summative**	40%	Group, 1500-2000 words
Term project presentation - **summative**	30%	Group presentation
Final examination (2-hour, comprehensive) - **summative**	30%	Essay-type questions

The formative test aims to prepare students for the final examination.
The term project tests Learning Outcomes 1 and 3.

The final examination tests Learning Outcomes 1, 2, 3, 4, and 5.

INDICATIVE READING:

REQUIRED READING:

Basic Text: Daniel Yergin**,** Joseph Stanislaw (2002) *The Commanding Heights: The Battle for the World Economy*. Simon & Schuster.

RECOMMENDED READING:

- Francis Fukuyama (2012) The End of History and the Last Man. Penguin, Re-Issue.
- Daniel Stedman Jones (2012) *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics***,** Princeton University Press**.**
- Daniel Yergin (2012) The *Quest: Energy, Security, and the Remaking of the Modern World*. Penguin Books.
- Angus Burgin (2012) *Great Persuasion: Reinventing Free Markets since the Depression*, Harvard University Press.
- William Greider (1997) *One World, Ready Or Not: The Manic Logic of Global Capitalism*. Allen Lane.
- William Greider (1999) *Turbo Capitalism: Winners and Losers in the Global Economy***.** Orion Business.
- Edward N. Luttwak (2012) *Rise of China vs. the Logic of Strategy*. Harvard University Press.
- Martin Wolf (2004) *Why Globalization Works: The Case for the Global Market Economy*. Yale University Press.
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- Eric J. Weiner (2010) *The Shadow Market: How Sovereign Wealth Funds Secretly Dominate the Global Economy*. New York: Simon & Schuster.
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	- Gerard Lemos (2012) *The End of the Chinese Dream: Why Chinese People Fear the Future.* Yale University Press. - Robin Wright (ed) (2012) *The Islamists are Coming: Who They Really Are*. United States Institute of Peace Press.
COMMUNICATION REQUIREMENTS:	Term project prepared using Word. Effective verbal communication skills using proper English.
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines.
WWW RESOURCES:	www.aei.org www.cato.org www.foreignaffairs.org www.wilsoncenter.org
INDICATIVE CONTENT:	1. Free market principles and command economy attitudes 2. Control of the Commanding Heights of the economy 3. Globalization and Democratic Capitalism 4. The Disciplined Democracy Model and Market Socialism 5. The West and the Rest: The USA, the EU and the BRIC countries 6. The Economic Emergence of Central Asia 7. The Islamic Challenge to the End of History 8. The Aftermath of the Economic Crisis: Statism or Liberalism

DEREE COLLEGE SYLLABUS FOR:

IBX 3217 GLOBAL MARKETS AND POLITICS
(Optional, non-validated)

US CREDITS: 3/0/3

(New, Summer 2014)

PREREQUISITES:

EC 1000 Principles of Economics I
EC 1101 Principles of Economics II

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8. Summarize and discuss some of the major issues faced by decision makers in tackling grave and eminent social problems.
9. Discuss and evaluate current political leadership and motivational concepts.
10. Evaluate the key issues governments are facing in deciding courses of action for the future.

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REVISED Bloom's Taxonomy Action Verbs

Definitions	**I. Remembering**	**II. Understanding**	**III. Applying**	**IV. Analyzing**	**V. Evaluating**	**VI. Creating**
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.