

# **INTA 6306 Globalization**

## **Spring 2019**

W 1800-2045

LOCATION: Habersham G17

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### **Course description**

In the past few years globalization has become highly politically salient with significant ramifications for several countries, not least the United States and the United Kingdom. Although very much alive to the differential impact of globalization on societal actors, the motivating questions for this course, therefore, will be:

1. What challenges and opportunities does globalization pose for governments?
2. What affects their ability to respond to those challenges/take advantage of those opportunities individually or collectively?

This course, therefore, will take a problem-based approach to globalization and will rely heavily on case studies to illustrate key phenomena and challenges. A central theme of this course will be to underline the importance of establishing causation and of specifying causal pathways.

### **Intended learning outcomes**

By the end of this course, students will demonstrate the ability to:

- identify and analyze the challenges and opportunities posed to governments by globalization (Problem solving in international affairs);
- evaluate possible responses to the challenges and opportunities of globalization (Problem solving in international affairs);
- work effectively in small groups to produce policy-relevant analysis in a timely fashion (Professional development)
- develop and express arguments clearly and effectively (Professional development).

## **Course materials**

Course materials are available on the web (denoted by **w**), through the GT library (**l**) or on Canvas (**c**).

To access electronic journal articles through the library website:

- click on 'eJournals' on the left-hand side of the library homepage (under 'research tools');
- type the name of the journal in the search box;
- select the database option that includes the appropriate issue of the journal;
- browse the journal to the appropriate volume and issue.

**All readings are required!**

## **Course requirements**

Each student will be expected to participate in small **group presentations** of two case studies. Presentations will be 15-20 minutes followed by Q&A. At least one week prior to each presentation, groups must meet with the instructor to **discuss their plans**.

Students must also write a **project paper** on a globalization topic of their choice to be agreed with the instructor. Students may choose to work in small groups (2-3), but the expectations for the paper will be adjusted accordingly. The paper is due the last day of class.

Students will also present their projects. The **presentations** will be 8-10 minutes long followed by Q&A.

**Class participation** is extremely important. To get the best possible grade, students should engage actively in discussions. Active participation requires active listening. You should speak for the sake of it, but you should ask questions if you have them and make comments that you consider pertinent. The quality of interventions matters more than their quantity.

<b>Assignment</b>	<b>Share of total</b>	<b>Maximum possible points</b>
2 group presentations	30 (15 each)	600
2 preparatory sessions	10 (5 each)	200
Project paper (due 4/17)	30	600
Project presentation	10	200
Class participation	20	400
<b>TOTAL</b>	<b>100</b>	<b>2000</b>

**Late assignments will NOT be accepted**, except for medical or personal emergencies upon verification.

**Extra-credit** (25 points for a serious effort) (up to 2 assignments may be submitted). Write a reflective summary (500 words max) of an approved public talk. Due by email within a week.

## Grading

Grade	Points	Descriptors
A	20 19 18	Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.
B	17 16 15	Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.
C	14 13 12	Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.
D	11 10 9	Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating serious deficiencies.
F	<8	Did not demonstrate familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.

### Grade Change Policy

Simple computational or clerical errors should be brought to my attention immediately. Legitimate requests for grade changes are welcome and encouraged. You should, however, resist the temptation to file a frivolous request just hoping to “get lucky”. Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades either up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, and then the lower grade will be assigned.

### Attendance policy

Attendance is required, although each student can have 1 (one) unexcused absences without penalty. Each subsequent unexcused absence will result in the student’s class participation grade being lowered 1 (one) point on the 20 point scale.

- Absences for medical or personal emergencies will be excused upon verification by the instructor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
- In order to get the most out of the course and to be able to participate effectively in class, you are expected at a minimum to read and reflect upon required readings before class. You should also read a newspaper with good coverage of Europe. The *Financial Times* and the *Economist* are available through the library.
- Course participants will treat each other with respect. Constructive questioning and criticism are welcome, even encouraged. Personal attacks and insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that

encourages constructive and open debate. They should **not** be phrased as insults, threats, or in a manner that shuts down discussion.

### **Statement on inclusiveness**

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

### **Special accommodations**

Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to me during office hours or in class in the beginning of the semester. (<http://www.adapts.gatech.edu>).

### **Academic misconduct**

According to the Georgia Tech honor code,<sup>1</sup> **academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.** Such acts include:

- Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism).

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<sup>1</sup> <http://www.osi.gatech.edu/plugins/content/index.php?id=46>

**Course overview**

1	1/9	Introduction
2	1/16	What is globalization?
3	1/23	Project topic selection
4	1/30	Trade
5	2/6	Trade agreements
6	2/13	Finance
7	2/20	Migration
8	2/27	Terrorism
9	3/6	Information
10	3/13	Environment
	<b>3/20</b>	<b>Spring break</b>
11	<b>3/25-6</b>	Project up-dates
12	4/3	Presentations I
13	4/10	Presentations II
14	4/17	Reflection: Globalization and populism

## **Detailed course outline**

### **1/9 Introduction**

This class will introduce the course and begin to explore the concept of globalization.

### **1/16 What is globalization?**

This class will discuss some of the key concepts associated with the challenges that globalization poses for states: sovereignty v. authority v. autonomy v. control. It will also discuss (horizontal) pressures and (vertical) constraints associated with globalization. With respect to constraints it will introduce negative and positive integration.

#### Readings

Keohane, R. O. and Nye, J. S. Jr. (2001), *Power and Interdependence*, 3rd ed, Longman, pp. 7-17. (c)

Freidman, T. (2000), *The Lexus and the Olive Tree*, HarperCollins, pp. 101-11. (c)

Keohane, R. O. and Nye, J. S. Jr. (2000), "Globalization: What's New? What's Not? (And So What?)," *Foreign Policy*, No. 118 (Spring), pp. 104-119. (I).

KOF Globalization Index: Structure, Variables and Weights. Available at:

[https://www.ethz.ch/content/dam/ethz/special-interest/dual/kof-dam/documents/Globalization/2018/Structure\\_2018\\_2.pdf](https://www.ethz.ch/content/dam/ethz/special-interest/dual/kof-dam/documents/Globalization/2018/Structure_2018_2.pdf) (w)

Rodrik, D. (2007), "The Inescapable Trilemma of the World Economy," Dani Rodrik's weblog, 27 June. Available at:

[https://rodrik.typepad.com/dani\\_rodriks\\_weblog/2007/06/the-inescapable.html](https://rodrik.typepad.com/dani_rodriks_weblog/2007/06/the-inescapable.html). (w)

Rodrik, D. (2018), *Straight Talk on Trade: Ideas for a Sane World Economy*, Princeton University Press, pp. 24-30. (c).

Pearson Institute for International Economics (2018), "What is Globalization?"

<https://piie.com/microsites/globalization/what-is-globalization.html#introduction-AhF37Qo7lb> (w).

Baldwin, R. (2018), "Globalization is Close to its 'Holy Cow' Moment," *Chicago Booth Review*, 30 April (w).

Hay, C. and Rosamond, B. (2002), "Globalisation, European Integration and the Discursive Construction of Economic Imperatives," *Journal of European Public Policy*, 9/2, 147-67. (I)

*Economist* (2016), "Globalization and Politics: Drawbridges Up," 30 July. (c)

**1/23 Project topic selection**

This class will discuss different types of project paper: policy papers and analytical papers. The class will focus on workshopping students' potential questions to develop and refine them.

Be prepared to discuss two possible topics related to at least one of the course's motivating questions (Why you think each is an interesting topic. How you might go about answering them). Questions to be emailed to the instructor by noon the day of class.

Reading

Brians, C. L., Willnat, L., Manheim, J. B. and Rich, R.C. (2011), *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 8th edn, Longman, pp 1-13. (c)

**1/30 Trade**

Increased trade flows have been blamed for increased inequality within and between countries. It is, therefore, seen as contributing to the rise of populism in advanced developed countries. The class will work through the competing arguments and associated evidence. The class will also examine the changing nature of trade, particularly the growth of transnational production. It will conclude by considering individuals' and firms' trade policy preferences.

Reading*Trade and inequality*

Lamp, N. (2018), "How Should We Think about the Winners and Losers from Globalization? Three Narratives and their Implications for the Redesign of International Economic Agreements," Queen's University Faculty of Law Research Paper 2018-102, November, pp. 1-25. (c).

Autor, D. H., Dorn, D. and Hanson, G. H. (2016), "The China Shock: Learning from Labor-Market Adjustment to Large Changes in Trade," *Annual Review of Economics*, 8: 205-40. (w)

Sandbu, M. (2016), "Manufacturing Didn't Leave; It Left Workers Behind," *Financial Times*, 16 March. (c).

Corlett, A. (2016), "Examining an Elephant: Globalisation and the Lower Middle Class of the Rich World," Resolution Foundation Report, September, Executive Summary (pp. 4-9) (w).

Wallerstein, I. (1974), *The Modern World-System Volume I*, Academic Press: 347-57. (l)

OECD (2011), “An Overview of Growing Income Inequalities in OECD Countries: Main Findings,” in *Divided We Stand: Why Inequality Keeps Rising* (Paris: Organization for Economic Cooperation and Development). (w).

### *Changing nature of trade*

OECD (2000), ‘An Assessment of the Cost for International Trade in Meeting Regulatory Requirements,’ TD/TC/WP(99)8/FINAL (Paris: Organization for Economic Cooperation and Development), pp. 8-13. (w)

Baldwin, R. (2011), “21st Century Regionalism: Filling the gap between 21st century trade and 20th century trade rules,” WTO Staff Working Paper ERSD-2011-08, May, 1-8 (w)

### *Trade policy preferences*

Lake, D. A. (2006), “International Political Economy: A Maturing Interdiscipline,” in B. R. Weingast and D. A. Wittman (eds), *The Oxford Handbook of Political Economy*, Oxford University Press, 763-4 (c)

Ciuriak, D. et al (2015), “Firms in International Trade: Trade Policy Implications of the New New Trade Theory,” *Global Policy*, 6/2: 130–140. (I)

Mansfield, E. D. and Mutz, D. C. (2009), “Support for Free Trade: Self-Interest, Sociotropic, Politics and Out-Group Anxiety,” *International Organization*, 63, 425-57. (I)

Blinder, A. S. (2019), “The Free-Trade Paradox: The Bad Politics of a Good Idea,” *Foreign Affairs*, 98/1, 119-28 (I)

## **2/6 Trade agreements**

This class will explore the trade-offs associated with trade agreements and their domestic distributional implications. The class will involve consideration of the World Trade Organization (WTO) and the Transatlantic Trade and Investment Partnership negotiations. We will also have a guest lecture by the Canadian Consul General, who was a trade negotiator for Canada before coming to Atlanta in the summer.

Case study: Stop TTIP campaign

### Reading

Abbott, K. W., Keohane, R. O., Moravcsik, A., Slaughter, A.-M. and Snidal, D. (2000), ‘The Concept of Legalization’ *International Organization*, 54/3, 401-19 (I).

Young, A. R. (2005), “Picking the Wrong Fight: Why Attacks on the World Trade Organization Pose the Real Threat to National Environmental and Public Health Protection,” *Global Environmental Politics*, 5/3, 47-72. (I)

Young, A. R. (2019), "Where's the demand? Explaining the EU's surprisingly constructive response to adverse WTO rulings." *Journal of European Integration*, 41/1. <https://doi.org/10.1080/07036337.2018.1544250>. (I)

USTR (2018), "2018 Trade Policy Agenda and 2017 Annual Report of the President of the United States on the Trade Agreements Program," pp. 1-33. (w)

Baldwin, R. (2011), "21st Century Regionalism: Filling the gap between 21st century trade and 20th century trade rules," WTO Staff Working Paper ERSD-2011-08, May, pp. 8-30. (w)

Young, A. R. (2016), "Not Your Parents' Trade Politics: The Transatlantic Trade and Investment Partnership Negotiations," *Review of International Political Economy*, 23/3, 345-78. (I)

## 2/13 Finance

Following the liberalization of capital flows in the 1970s-1980s, capital markets became global. Access to the global supply of capital lowers borrowing costs, but creates challenges when capital flows reverse and avenues through which financial crises can spread between economies. The dynamics of and responses to financial crises are examined through case studies of the Asian Financial Crisis (focused on Thailand) and the Eurozone debt crisis (focused on Ireland). The free movement of capital has also made it more challenging for governments to collect revenues from firms with transnational operations.

### Case studies

1. Asian Financial Crisis (Thailand)
2. Eurozone debt crisis (Ireland)
3. Taxation of transnational corporations

### Sources

Pauly, L. W. (2017), "The Political Economy of Global Financial Crises," in J. Ravenhill (ed.), *Global Political Economy*, 5<sup>th</sup> edn, Oxford University Press: 225-52., (c)

Freidman, T. (2000), *The Lexus and the Olive Tree*, HarperCollins, pp. 112-32 (c)

Mosley, L. (2000), 'Room to Move: International Financial Markets and National Welfare States,' *International Organization*, 54/4, 737-73. (I)

Hay, C. (2017), "Globalization's Impact on States," in J. Ravenhill (ed.), *Global Political Economy*, 5th edn. Oxford University Press, 287-315. (c)

Kalemli-Ozcan, S. (2017), "Global Financial Flows," video available at: <https://voxeu.org/content/global-financial-flows> (w)

Donnan, S. (2017), "Globalisation in Retreat: Capital Flows Decline Since Crisis," *Financial Times*, 21 August. (I)

Sandhu, M. (2017), "A Useful Crisis Anniversary," *Financial Times*, 9 August. (c)

Farrell, H. and Newman, A. (2018), "Weaponized Interdependence," Paper to the International Studies Association Conference, 4 April, San Francisco, pp. 1-18; 23-5; 32-40; 43-7. Available at: <http://henryfarrell.net/wp/wp-content/uploads/2018/05/Weaponized-Interdependence-April-2018.pdf> (w)

## 2/20 Migration

The migration of large numbers of people was a defining feature of globalization in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Population movements are smaller lately, but are widely seen as contributing to the rise of populism in the US and Europe. This class will put population movements into comparative perspective and consider global attempts to respond to them. The class will also address the concerns associated with migration – economic competition and increased crime/terrorism – as well as the implications of the movement of people for the spread of diseases.

### Case studies

1. UN Convention on Refugees
2. Global compact on migration
3. SARS pandemic

### Reading

Keeling, D. (2014), "August 1914 and the End of Unrestricted Mass Migration," VOX CEPR Policy Portal, 23 June. Available at: <https://voxeu.org/article/changes-migration-policies-after-1914> (w).

International Organization for Migration (2018), "Global Migration Indicators 2018," Available at: [http://publications.iom.int/system/files/pdf/global\\_migration\\_indicators\\_2018.pdf](http://publications.iom.int/system/files/pdf/global_migration_indicators_2018.pdf). (w).

Pew Research Center (2018), "Many worldwide oppose more migration – both into and out of their countries," 10 December. Available at: <http://www.pewresearch.org/fact-tank/2018/12/10/many-worldwide-oppose-more-migration-both-into-and-out-of-their-countries/>. (w)

Pew Research Center (2016), "European Fear Wave of Refugees Will Mean More Terrorism, Fewer Jobs," 11 July. Available at: <http://www.pewglobal.org/2016/07/11/europeans-fear-wave-of-refugees-will-mean-more-terrorism-fewer-jobs/>. (w)

Eurobarometer (2018), "Integration of Immigrants in the European Union," Special Eurobarometer 469, Key Findings, pp. 5-8; 16; 21. (w)

"Wage War: Who Are the Main Economic Losers from Low-Skilled Immigration?" *Economist*, 25 August 2016 (w)

Portes, J. (2018), "The Economic Impacts of Immigration to the UK," VOX CEPR Policy Portal, 6 April. Available at: <https://voxeu.org/article/economic-impacts-immigration-uk> (w)

Ousey, G. C. and Kubrin, C. E. (2018), "Immigration and Crime: Assessing a Contentious Issue," *Annual Review of Criminology*, 1: 63-84. (c)

Simmons, B.A., Loyd, P. and Steward, B.M. (2018), "The Global Diffusion of Law: Transnational Crime and the Case of Human Trafficking," *International Organization*, 72/2, 249-81 (I).

World Health Organization (nd), "Migration and communicable diseases: no systematic association," Available at: <http://www.euro.who.int/en/health-topics/health-determinants/migration-and-health/migrant-health-in-the-european-region/migration-and-health-key-issues#292117>. (w).

## 2/27 Terrorism

Globalization is widely considered to contribute to the rise of terrorism in several ways. Economic hardship is believed to create a fertile ground for radicalization. The internet enables radicalization at a distance. The movement of migrants masks the movement of terrorists. This class will examine these causal claims. It will also consider how states individually and collectively are responding to the threat of terrorism.

Case study: Combating terrorism financing

### Reading

U.S. Department of State (2018), "Country Reports on Terrorism 2017," September. Read overviews for all regions. Available at: <https://www.state.gov/documents/organization/283100.pdf>. (w)

Europol (2018), "European Union Terrorism Situation and Trend Report 2018," TE SAT. Read "General Overview". Available at: <https://www.europol.europa.eu/activities-services/main-reports/european-union-terrorism-situation-and-trend-report-2018-tesat-2018> (w)

Apuzzo, M. (2016), "Who Will Become a Terrorist? Research Yields Few Clues," *New York Times*, 27 March (c).

Della Porta, D. (2018), "Radicalization: A Relational Perspective," *Annual Review of Political Science*, 21:461-74. (I)

Jensen, M.A., Atwell Seate, A., and James, P.A. (2018), "Radicalization to Violence: A Pathway Approach to Studying Extremism," *Terrorism and Political Violence*, <https://doi.org/10.1080/09546553.2018.1442330> (w)

LaFree, G. and Freilich, J.D. (2019), "Government Policies for Counteracting Violent Extremism," *Annual Review of Criminology*, 2: 13.1-13.22. (c)

Farrell, H. and Newman, A. (2018), "Weaponized Interdependence," Paper to the International Studies Association Conference, 4 April, San Francisco, pp. 18-20; 25-8. Available at: <http://henryfarrell.net/wp/wp-content/uploads/2018/05/Weaponized-Interdependence-April-2018.pdf> (w)

### 3/6 Information flows

Technological changes that facilitated the flow of information around the world (satellite television, the internet) were a key part to the emergence of globalization. The ability to communicate readily across distances has enabled the transnationalization of production. At the same time, different jurisdictions adopt rules governing the treatment of information on their territories – such as, content restrictions and privacy protections – and governments seek access to information held abroad on national security grounds. These differences pose challenges for companies operating across borders.

#### Case studies

1. Great Firewall
2. GDPR

#### Reading

Drezner, D. (2007), *All Politics is Global: Explaining International Regulatory Regimes*, Princeton University Press, pp. 91-118. (c)

The Editorial Board (2018), "There May Soon Be Three Internets. America's Won't Necessarily Be the Best," *New York Times*, 15 Oct. (w)

Meltzer, J.P. and Lovelock, P. (2018), "Regulating for a Digital Economy: Understanding the Importance of Cross-Border Data Flows in Asia," *Brooking Global Economy and Development Working Paper 113*, March, pp. 1-25. <https://www.lawfareblog.com/cross-border-privacy-rules-asia-overview> (w)

President's Review Group on Intelligence and Communications Technologies, 'Liberty and Security in a Changing World,' 12 December 2013, Preface (pp.10-13) and Executive Summary (pp. 14-23). Available at: [https://obamawhitehouse.archives.gov/sites/default/files/docs/2013-12-12\\_rg\\_final\\_report.pdf](https://obamawhitehouse.archives.gov/sites/default/files/docs/2013-12-12_rg_final_report.pdf) (w)

Farrell, H. and Newman, A. (2018), "Weaponized Interdependence," Paper to the International Studies Association Conference, 4 April, San Francisco, pp. 20-3; 28-31; 40-3. Available at: <http://henryfarrell.net/wp/wp-content/uploads/2018/05/Weaponized-Interdependence-April-2018.pdf> (w)

### 3/13 Environment

Many environmental problems cross borders, but only some are truly global. Addressing global problems requires collective responses in order to be effective. In addition, many environmental problems have the character of the problem of the commons, which means that unilateral action is undesirable (it imposes costs without addressing the problem). In such circumstances, global collective action is necessary to address the problem. Such collective action, however, is difficult. This class explores the challenges of collective responses to globalization aided by cases studies of three multilateral environmental agreements – the Montreal Protocol, which addressed ozone-depleting substances, and the Kyoto Protocol and Paris Accord, which both addressed climate change, but adopted quite different approaches to doing so.

#### Case studies

1. Montreal Protocol
2. Kyoto Protocol
3. Paris Accord

#### Reading

Frankel, J. A. (2017), "Globalization and the Environment," in J.A. Frieden, D.A. Lake and J.L. Broz (eds), *International Political Economy: Perspectives on Global Power and Wealth*, 6<sup>th</sup> edn, W.W. Norton, 461-88 (c)

Axlerod, R. and Keohane, R.O. (1986), "Achieving Cooperation Under Anarchy: Strategies and Institutions," K.A. Oye (ed), *Cooperation Under Anarchy*, Princeton University Press, 226-54. (c)

Elliot, L. (1998), *The Global Politics of the Environment*, Macmillan, pp.96-107 (c)

World Values Survey (Wave 6 2010-2014) "V81 Protecting Environment vs Economic Growth" (w).

Yale Climate Opinion Maps 2018. Available at: <http://climatecommunication.yale.edu/visualizations-data/ycom-us-2018/?est=happening&type=value&geo=county> (w)

### 3/20 No class: Spring break

**3/27 No class: Individual meetings with instructor**

The instructor will be available on Monday 3/26 and the morning of Tuesday 3/27 to meet individually with students about their project papers. **Meetings are mandatory.** A sign-up sheet will be posted.

**4/3 Presentations I****4/10 Presentations II****4/17 Reflection: The future of globalization**

This class looks back over the course to consider to what extent and in which ways globalization has contributed to the rise of populism. It will also consider what the rise of populism and of illiberal regimes implies about the future of globalization.

**Project papers due**Reading

Rodrik, D. (2016), "Put Globalization to Work for Democracies," *New York Times*, 17 September. (c).

Sandhu, M. (2017), "Culture v Economics," *Financial Times*, 11 September (c).

Kenny, C. (2018), "The Bogus Backlash to Globalization: Resentful Nativists Oppose Free Trade and Immigration – Don't Appease Them," *Foreign Affairs*, 9 November. (w).

Pompeo, M. R. (2018), "Restoring the Role of the Nation-State in the Liberal International Order," speech to the German Marshall Fund of the United States, 4 December. (w)

Mearsheimer, J.J. (2018), "The Rise & Fall of the Liberal International Order," paper prepared for presentation at Notre Dame International Security Center, 11 September.

Available at:

[https://ndisc.nd.edu/assets/288231/rise\\_and\\_fall\\_of\\_the\\_liberal\\_international\\_order\\_september\\_11\\_2018.pdf](https://ndisc.nd.edu/assets/288231/rise_and_fall_of_the_liberal_international_order_september_11_2018.pdf) (w).

Ikenberry, J. G. (2018), "The End of the Liberal International Order?" *International Affairs*, 94/1, 7-23. Available at: <https://academic.oup.com/ia/article/94/1/7/4762691> (w)