

Geog 4/510 Economic Geography: Urban and Regional Development

Instructor: Xiaobo Su

Class: 4:00-5:20 Monday and Wednesday in 206 Condon Hall

My office: 175 Condon, Tel: 6-4568; E-mail: xiaobo@uoregon.edu

My office hours: 1:30-3:30 pm, Thursdays or by appointment

Contact info: Dr. Xiaobo Su, xiaobo@uoregon.edu; Tel (541) 346-4568;

Introduction

Urban and Regional Development is concerned with the structure and function of cities and regions in this increasingly globalizing world. Particularly, this course explores issues relating to economic globalization, urban restructuring, and regional development. Its approach is to bring “global” processes (capital flows, migration, technological transferring, outsourcing, and information communication) down to earth, to ask where they come from, and to explore their (variable) causes and consequences in cities and regions. The consequences include job opportunity creation and lost, tax money, infrastructure improvement, fiscal bankruptcy, and so on. The course also provides an opportunity to apply, and evaluate, a range of theoretical claims and frameworks derived from recent work in economic geography and urban & regional political economy. The approach of the course, like that of these fields, is to learn *with and through* case studies. Case studies are selected not simply to acquire “coverage,” or to provide straightforwardly generalizable lessons, but as a means of understanding how *processes work*, and to explicate and interrogate substantive claims and theoretical positions in the burgeoning literature on globalization, cities, and regions. The course will draw, in particular, on “critical cases” that have shaped understandings of urban transformation and political-economic globalization. They will be drawn, selectively, from around the world, but reference will also be made to American and Asian examples and connections, such as special economic zones in China, Silicon Valley in California, Route 128 in Massachusetts, Hsinchu Science Park in Taiwan, abandoned neighborhoods in Detroit, and so on.

The course has three objectives:

1. understanding some of the most influential theoretical frameworks, concepts, and methods in contemporary economic geography and urban & regional political economy;
2. Apply theories to explain patterns and processes of development in selected cities and regions;
3. Critically analyze various dimensions of power struggles in the process of development, and their relationship to various political economic factors.

Through readings, discussions, and assignments, students should be able to understand the strengths and weaknesses of these strategies, and their explanatory potential, putting them to work in case studies at the local, national, and international scales. They should be able to answer questions such as these: Which jobs and activities are relocating to low-cost locations? Which, in contrast, are attracted to the “global cities?” What are the causes of local economic success and failure? What are the possibilities and limits of the currently dominant form of market-based (or “neoliberal”) development strategies? What alternatives are there? Who are the winners and losers under different systems?

Methods of Instruction

We meet twice weekly. Our time will be split between lectures, reviews of the readings, and discussion. To fully participate, students are required to come to class prepared, having completed the readings and assignments. Respectful and appropriate discussion is encouraged.

1. Readings □ prepare for each class session by reading the assigned materials *in advance of lecture* and

identifying topics that may need additional clarification in class. Your first exposure to the course material should be in this initial, advance reading. Make full use of this reading time by taking notes and forming questions to ask during lecture.

2. Lectures and Discussion □ Lectures serve to discuss and review material in the assigned readings, not to introduce it. Lecture should be your second exposure to the assigned material. Feel free to raise questions to ensure that you thoroughly understand the material. Lectures will be most valuable (and least stress-inducing to you) if you have done the assigned reading first.

Course Grading

For undergraduates:

Attendance and Discussion	20%
In-class quiz	4x2%=8%
Class attendance and participation	12%
Case-study project	30%
Writing and Analysis	20%
Supporting Material and Citation	5%
Format	5%
Midterm Exam (2 essay questions)	20%
Final Exam (3 essay questions)	30%

For graduate students,

Attendance and Discussion	15%
In-class quiz	4x2%=8%
Class attendance and participation	7%
Case-study project	30%
Writing and Analysis	20%
Supporting Material and Citation	5%
Format and Presentation	5%
Literature Review	5%
Midterm Exam (2 essay questions)	20%
Final Exam (3 essay questions)	30%

In addition, graduate students need to present their case project during Week 10 lectures in order to share their findings. Each graduate student has 10 minutes for presentation and 5 minutes for Q&A.

I do **NOT** like to receive late assignments. Late submission will be accepted no later than 6 hours, losing 10% of the total possible grade. Late submission longer than 6 hours is not ACCEPTED, if you cannot provide very strong reason (i.e. emergence care).

Grades for the course will be based on the following grading scale.

A 94-100; A- 90-93.9; B+ 85-89.9; B 80-84.9; B- 75-79.9; C+ 70-74.9; C 65-69.9; C-60-64.9; F less than 60

Case-study projects

All students are required to complete a case-study project in conjunction with the course. The project entails a critical examination of a local, regional, or global development issue of your own choosing, but related to the central themes and concerns of the course. An indicative list of topics would include: “back office” economy of Dublin; high-tech development in Bangalore; financial services in Shanghai; creative industries in Toronto; geographies of the credit crunch; welfare reform in British Columbia; labor markets in Silicon Valley; downsizing the automobile sector; the political economy of green-collar jobs; poverty-alleviation measures in Mexico; cross-border regional economies in South-East Asia or Eastern Europe. Primary research is *not* expected, but effective case studies will review and critically evaluate empirical evidence from the research literature (primarily, academic books and journal articles; web resources should be used sparingly). Crucially, they will *all* incorporate some discussion of theoretical frameworks or key concepts examined in class (for example, the spatial division of labor; financialization; the creative class; hyper-globalization; the workfare state). The effectiveness with which these theoretical concerns are brought together, *and integrated*, with the empirical content of the case studies (the way in which “general” explanations are connected to “local” specificities, one might say) will be the primary criterion in the assessment and marking of projects.

The selection of case-study topics is a matter for your discretion, but students are strongly advised to use the further readings for one or more of the lectures as a “point of departure” or context for the case study. [Generally speaking, in contrast, it is *not* a good idea to come up with a topic and *then* try to connect this to the themes and issues in the course; work the other way around!] It is important also to take advantage of opportunities to discuss ideas for, and approaches to, the case-study projects with the instructor or the teaching assistant.

The following texts provide numerous examples that may also serve as points of reference for case-study projects:

1. Barnes T J, Peck J and Sheppard (2012) *The Wiley-Blackwell companion to economic geography* (Oxford: Wiley-Blackwell)
2. Barnes T J, Peck J, Sheppard E S and Tickell A (1994) *Reading economic geography* (Oxford: Blackwell)
3. Dicken P (2011) *Global shift* (New York: Guilford)
4. Coe N M, Kelly P F and Yeung H (2007) *Economic geography: a contemporary introduction* (Oxford: Blackwell)
5. Lee R and Wills J (eds) (1997) *Geographies of economies* (London: Arnold)

In developing a case-study project it is advisable to consult the major academic journals in globalization studies and economic geography—such as *Antipode*, *Economic Geography*, *Environment & Planning A*, *Geoforum*, *Geography Compass*, *Globalizations*, *Global Networks*, the *International Journal of Urban & Regional Research*, the *Journal of Economic Geography*, and *Regional Studies*. Searchable online databases like Geobase (which archives all journal articles in geography, very broadly defined) and the Web of Knowledge (which covers all of the social sciences) provide comprehensive coverage, once you begin to narrow down topics and key authors or articles.

A basic format for the presentation of case-study reports must be strictly observed. They should comprise (a) a cover page, including title, name, email address, and a 150-200 word abstract (or summary) of the project; (b) 5-7 pages of double-spaced text (i.e. 1600-2200 words); (c) up to 2 pages of supporting material, such as maps, tables, graphs, images; and (d) a one-page bibliography, including *at least 4* academic references (to journal articles or books), in APA format (follow the style for citing references used in this syllabus), listing all sources referred to in the text, plus a section of specified further readings (primarily academic books, chapters in edited collections, and journal articles; keep web references to a minimum). Case-study projects that do not meet these requirements are penalized.

Reading

Ongoing and critical reading is an essential component of this class. The lectures will assume some familiarity with the assigned readings, and in-class quiz will evaluate your understanding of the readings. Specifically, the required readings—usually one article-length item per class, or two shorter pieces— must be completed in advance of each class. Graduate students have to read at least one more article per week than undergraduates. The lectures will not summarize the readings, but instead are intended to complement them.

Required readings are all available via Blackboard. These are supplemented with further readings, for those seeking a deeper understanding of the themes, issues, and concepts examined during the course. These can also be used to inform the case-study projects that each student in the class will undertake. It is strongly recommended that students read beyond the required readings, which together represent the minimum reading for the class. Evidence of reading and thinking around (and across) the central themes of the course will be a key element of the assessment, which will assume that the required reading has been carried out, while providing opportunities to display knowledge and understanding of the recommended readings.

Ethics of the Learning Environment

Everyone should respect the classroom as a place of learning. Showing respect for your classmates and paying your attention to other peers' opinions, especially during the discussion of sensitive or controversial topics, are absolutely essential to a good learning experience. Furthermore, I strongly urge you to appreciate and comprehend the ways by which people in our class hold diverse backgrounds and experience.

Students enrolling in the class assume the obligation of conducting themselves in a manner compatible with the University's function as an excellent education institution. All activities of dishonesty, cheating, plagiarism or others violating academic integrity will not be tolerated (see reference to http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm). Any suspected misconduct will be reported to the Director of Student Judicial Affairs. If the office confirms the student to be guilty of a violation, it may lead to a grade of F or a denial of a grade for the course, or subject to further disciplinary actions. If you need disability accommodations for this class, please inform the professor the first week of class.

Course Outline
(subject to modification)

Globalization and Neoliberalism

Week 1-1 Economic Geography: A brief outline

This session will provide an introduction to the course, its approach, and key themes, and the evolution of economic geography as a subdiscipline.

- Scott A J (2000) Economic geography: the great half century. *Cambridge Journal of Economics* 24:483-504

Week 1-2 Globalization: Warm-up

In economic geography, close attention has been paid to the ways in which urban and regional fortunes seem increasingly to be shaped by the strategies of transnational corporations in particular and global economic imperatives in general, though there is skepticism concerning “totalizing” visions of globalization as an all-encompassing condition or “end-state.” The lecture will examine the history and geography of globalization, exploring the extent to which economic globalization itself is an unevenly developed phenomenon. Key themes and concepts: new international division of labor; spatial division of labor; deindustrialization; corporate hierarchies.

- Dicken P (2004) Geographers and “globalization:” (yet) another missed boat? *Transactions of the Institute of British Geographers* 29: 5-26;
- Amin, A. 2004. Regulating economic globalization. *Transactions of the Institute of British Geographers* 29 (2):217-233.

Week 2-1 The Flat earth and borderless world

This lecture will provide an analysis of the globalization debate and its implications for regional development and urban politics. The positions of hyperglobalists, skeptics, and transformationalists will be summarized and compared. The need to understand economic globalization in historical, political, and geographical terms will be emphasized. Key themes and concepts: global integration; internationalization vs. globalization; Bretton Woods; free trade; global capitalism and varieties of capitalism.

- Yeung H W-c (2002) The limits to globalization theory: a geographic perspective on global economic change. *Economic Geography* 78: 285-305
- Amin A (2002) Spatialities of globalisation. *Environment and Planning A* 34: 385-399
- Guillen M F (2001) Is globalization civilizing, destructive or feeble? A critique of five key debates in the social science literature. *Annual Review of Sociology* 27: 235-260

Week 2-2 Neoliberal Globalization

While some scholars emphasize the “iron laws” of economics in their accounts of globalization, for others a more complex array of economic *and political* factors are at work. Clearly, rather than just a naturally occurring phenomenon, globalization also represents an explicit political objective of neoliberal/conservative politicians and corporate leaders, whose interests closely coincide with the imperatives of free trade and deregulated markets. This session will examine the implications of the rise of “neoliberalism” as a governing ideology since the 1970s, drawing out some of the implications for cities and regions, and for economic and social policy. Key themes and concepts: liberalism vs. neoliberalism; (rollback and rollout) neoliberalization; Hayek; “free markets;” economic discourse; state- market relations.

- Brenner N and Theodore N (2002) Cities and the geographies of “actually existing neoliberalism.” *Antipode* 34: 349-379
- Fourcade-Gourinchas M and Babb S (2002) The rebirth of the liberal creed: paths to neoliberalism in four countries. *American Journal of Sociology* 108: 533-579
- Sites W (2007) Contesting the neoliberal city? Theories of neoliberalism and urban strategies of contention. In H Leitner et al (eds) *Contesting neoliberalism: urban frontiers* (New York: Guilford) 116-138

Global cities

Week 3-1 Economy and global cities

It has been argued that the cornerstones of the globalized economy are the “global cities”—the economic command centers of an integrated international economy. Major cities around the world now actively aspire to global city status, competing fiercely for global city functions, assets, and events (such as corporate headquarters, Olympic Games nomination, financial institutions). This lecture will examine, with reference to the case of the City of London, the global/world cities thesis, its potential and limitations. Key themes and concepts: world city hypothesis; bipolar urban growth; advanced producer services; financial centers; global city networks.

- Friedmann J (1986) The world city hypothesis. *Development and Change* 17: 69-83
- Fitch R (1994) Explaining New York city’s aberrant economy. *New Left Review* 207: 17-48

Week 3-2 Emerging global cities

This lecture will explore, with reference to the case of Dubai, how cities in newly industrialized countries strive for a leadership in the global economy

- Wu, F. 2003. The (Post-) Socialist Entrepreneurial City as a State Project: Shanghai's Reglobalisation in Question. *Urban Studies* 40 (9):1673-1698.
- Wei, Y. D., and C. K. Leung. 2005. Development Zones, Foreign Investment, and Global City Formation in Shanghai. *Growth and Change* 36 (1):16-40.

Entrepreneurial cities

Week 4-1 Urban Growth and Entrepreneurialism

It has been argued that economic globalization and neoliberalizing political conditions leave cities and regions with little practical alternative but to become more outwardly-oriented and entrepreneurial. For European and American city leaders and urban policymakers, entrepreneurial strategies based on place promotion, the attraction/retention of mobile capital, the development of “hallmark” events and “urban spectacles,” and the cultivation of a “good business climate” seem increasingly to represent the one- best-way in urban economic policy. Alternatively, critics maintain that just because this is the only game in town, it does not mean that it is sustainable, let alone desirable. The lecture will examine the conspicuous achievements and failures of entrepreneurial strategies in Shanghai, delivered in a difficult climate of long-term economic decline and social dislocation. Key themes and concepts: entrepreneurial urbanism; urban growth machines; zero-sum competition.

- Brenner, N. 1999. Beyond state-centrism? Space, territoriality, and geographical scale in globalization studies. *Theory and Society* 28:39-78.
- Su, X. 2011. Heritage Production and Urban Locational Policy in Lijiang, China. *International Journal of Urban and Regional Research* 35 (6):1118-1132.

Week 4-2 Geographies of contingent work

It would seem that the new, flexible economy is also a polarized and segmented economy. This lecture explores the urban consequences of the historic “u-turn” in the social distribution of economic surpluses in the 1970s, when a long-standing pattern of growing socioeconomic equity (and rising standards of living) was abruptly displaced by a trend for wage stagnation and widening economic inequality, both socially and geographically. In many ways the epitome of the trend towards flexible employment is the “temp job.” The lecture examines the rapid growth of temp working, and the broader phenomenon of “contingent work,” with particular reference to Chicago. The implications of the trend towards temporary employment for the urban poor and for the functioning of urban labor markets will be examined. Key themes and concepts: contingent employment; labor-market intermediaries; segmented labor markets.

- Peck, J., and A. Tickell. 1995. The social regulation of uneven development: regulatory deficit', England's South East, and the collapse of Thatcherism. *Environment and Planning A* 27 (1):15-40.
- Pike, A., and J. Tomaney. 2009. The state and uneven development: the governance of economic development

in England in the post-devolution UK. *Cambridge Journal of Regions, Economy and Society* 2 (1):13-34.

Week 5-1 Everyday low prices: Outsourcing and global production

Outsourcing—the “contracting out” of job functions beyond the firm, and increasingly, beyond national borders—has been described as one of the most important business innovations of the 20th Century. Driven by the search for reduced production costs, increased productivity, and specialized skills inputs, outsourcing has rapidly assumed the status of a transformative phenomenon for developed and developing countries alike. For some regions, it offers the opportunity to connect to elongated supply networks and far-off markets, bringing jobs and investment; for others, it is associated with the threat of job loss and economic insecurity. The lecture examines the rise of global outsourcing (or “offshoring”), examining the controversial case of Wal-Mart’s global sourcing, business, and employment strategies. Key themes and concepts: outsourcing; offshoring; supply-chain management; Wal-Martization; global production networks.

- Gereffi G (2005) *The new offshoring of jobs and global development* (Geneva: International Institute for Labour Studies) concentrate on lecture 1 www.ilo.org/public/english/bureau/inst/download/newoff.pdf
- Wrigley N, Coe N and Currah A (2005) Globalizing retail: conceptualizing the distribution-based transnational corporation (TNC). *Progress in Human Geography* 29: 437-457.

Week 5-2 Video watch and midterm exam

The downside of urban development

Week 6-1 Slums and informal economy

It is estimated that one billion people now live in “slums”—informal settlements typically characterized by socioeconomic marginality, substandard living conditions, and insecurity of housing tenure—in places that at the same time seem practically Dickensian while also representing some of the most dynamic centers of contemporary urbanization. During most of world history, urbanization has been synonymous with economic growth; in recent decades, however, this relationship has been ruptured. Cities are now experiencing “growth without growth:” their populations are expanding, even as they become poorer. Key themes and concepts: informal settlements; informal economy; megacities; structural adjustment.

- Davis M (2004) Planet of slums. *New Left Review* 26: 5-26
- Gilbert A (2007) The return of the slum: does language matter? *International Journal of Urban and Regional Research* 31(4): 697-713

Week 6-2 Ghetto and abandoned city

The rapid pace of industrial transformation from Fordism to post-Fordism exposes millions of manufacturing workers to capricious condition. Accompanied with this transformation is a massive scale of relocation to suburbs. The lecture will examine the conspicuous achievements and failures of entrepreneurial strategies in Detroit, delivered in a difficult climate of long-term economic decline and social dislocation. Key themes and concepts: entrepreneurial urbanism; urban growth machines; zero-sum competition.

- Millington, N. 2013. Post-Industrial Imaginaries: Nature, Representation and Ruin in Detroit, Michigan. *International Journal of Urban and Regional Research* 37 (1):279-296.
- Ross, B., and D. Mitchell. 2004. Commentary: Neoliberal Landscapes of Deception: Detroit, Ford Field, and the Ford Motor Company. *Urban Geography* 25 (7):685-690.

Innovation and fantasy city

Week 7-1 Las Vegas: A world of fantasy

Casino industry has become an important sector for many cities to boost urban economy. One of the best examples is Las Vegas and Macau. This lecture focuses on the evolution of Las Vegas and examines how consumption-driven development strategies transform Las Vegas into a fantasy city. Key themes and concepts: image markets, global investment, hierarchical control and the financialization of casino.

- Hell, J., and G. Steinmetz. 2014. Ruinopolis: Post - Imperial Theory and Learning from Las Vegas. *International Journal of Urban and Regional Research*.
- Luke, T. W. 2010. Gaming Space: Casinopolitan Globalism from Las Vegas to Macau. *Globalizations* 7 (3):395-405.

Week 7-2 Silicon envy: new industrial spaces

During the 1990s, Silicon Valley became the epitome of the new, flexible economy. This lecture will look at the origins and dynamics of Silicon Valley's spectacular industrialization, pointing up some of the distinctive features of flexibly-networked economies, at the same time as highlighting some of their systemic weaknesses. The case of Silicon Valley is also deployed to consider the locational dynamics and geographical tendencies of the "post-Fordist" economy, examining Allen Scott's influential argument that "new industrial spaces" are characterized by renewed tendencies for regional agglomeration and local clustering. Key themes and concepts: Fordism and post-Fordism; industrial networks; vertical disintegration; agglomeration; clusters.

- Markusen A (1996) Sticky places in slippery space. *Economic Geography* 72: 293-313
- Gertler M (1988) The limits to flexibility: comments on the post-Fordist vision of production. *Transactions of the Institute of British Geographers* 13: 419-432
- McGray D (1999) Silicon archipelago. *Daedalus* 128: 147-176

Transnational regionalization

Week 8-1 Locked out: NAFTA and its consequence

Since the end of the Cold War, countries have been freed from ideological conflicts and engaged in economically-driven transitional regionalization. Lured by unionized market and free trade, countries have been eager to formulate various transnational blocs. Using NAFTA as an example, this lecture explores the formation of one of the most influential regionalization projects in the world and how this project profoundly influences national economic development in its member countries.

- Fernández-Kelly, P., and D. S. Massey. 2007. Borders for whom? The role of NAFTA in Mexico-US migration. *The ANNALS of the American academy of political and social science* 610 (1):98-118.
- Faber, B. 2007. Towards the spatial patterns of sectoral adjustments to trade liberalisation: The case of NAFTA in Mexico. *Growth and Change* 38 (4):567-594.

Week 8-2 A Win-Win relation? Regionalization in Pacific Asia

In 1967, Indonesia, Malaysia, the Philippines, Singapore, and Thailand gathered together to establish a regional bloc. Later on, this bloc has expanded to include Brunei, Myanmar, Cambodia, Laos, and Vietnam to formally create the Association of Southeast Asian Nations (ASEAN). Its primary aims include accelerating economic growth and maintaining regional stability. In 1 January 2010, the free trade agreement between China and ASEAN came into effect, giving rise to the largest trade bloc in terms of population. This lecture investigates regionalization in Pacific Asia and presents a different contour of regional development from NAFTA. Key themes and concepts: transnational regionalization; The Flying Geese mode of regional development; financial crisis; territorial politics.

- Chin, G., and R. Stubbs. 2011. China, regional institution-building and the China-ASEAN Free Trade Area. *Review of International Political Economy* 18 (3):277-298.

Changing international political economy

Week 9-1 The East Asian developmental states: alternative neoliberalizing engines?

This lecture looks at the origins and evolution of the "East Asian developmental state" concept. Originally coined to depict how the proactive Japanese state (in)directly influenced economic production, the 'developmental state' was once heralded as an alternative to the US-style "regulatory state". At the apex of its popularity, the Japanese government even sponsored studies to expand this concept into an alternative paradigm to the neoliberal "Washington Consensus." But was it really an alternative? This lecture examines the contemporary relevance of

the “developmental state” concept in Asia in relation, placed in the context of neoliberal hegemony at the international scale. It asks if the “developmental state” was truly opposed to transnational neoliberalization, or whether it was complementary to this pattern of regulation. Key themes and issues: developmental state; authoritarianism; state internationalization

- Johnson, C. (1999) “The developmental state: odyssey of a concept.” In M Woo-Cumings (ed) *The Developmental State* Ithaca: Cornell University Press
[http://www.bresserpereira.org.br/Terceiros/Cursos/09.Woo-Cumings, Meredith_The_developmental_State_Odyssey_of_a_concept.pdf](http://www.bresserpereira.org.br/Terceiros/Cursos/09.Woo-Cumings,Meredith_The_developmental_State_Odyssey_of_a_concept.pdf)
- Glassman, J. (1999) “State power beyond the ‘territorial trap’: the internationalization of the state” *Political Geography* 18(6): 669-696.
- Lee, S. and Han, T. (2006) “The demise of “Korea, Inc.”: paradigm shift in Korea's developmental state” *Journal of Contemporary Asia* 36(3): 305-324.

Week 9-2 No class (Thanksgiving Holiday)

Week 10-1 The ‘China model’

‘Made in China’ is now a ubiquitous economic phenomenon: indeed, in most of our daily lives, it is arguably difficult to *not* purchase something that is manufactured in China. This lecture explores how China’s post-1978 re-integration into the global economy is largely associated with its function as the ‘world’s workshop’. Over the past decade, however, this integration process has become more multifaceted. The lecture offers a relational economic-geographical perspective of how the ‘China model’ of development has evolved. It explores the changing role of state spatial strategies as enablers of economic expansion in China. Specifically, it asks how domestic uneven development can be regularly (re)produced by the state into territorial competitive advantage at the global scale. Key themes and concepts: ‘China model’; uneven development; state spatial strategies; socio-spatial inequality

- Lin, G.C.S. (2000) “State, capital, and space in China in an age of volatile globalization” *Environment and Planning A* 32: 455-471.
- Lim, K. F. (2010) “On China’s growing geo-economic influence and the evolution of variegated capitalism” *Geoforum* 41(5): 677-688
- Lin, N. (2011) “Capitalism in China: a centrally managed capitalism (CMC) and its future” *Management and Organization Review* 7:1 63–96.

Week 10-2 Donald Trump and the End of Globalization

Since President Trump came into office, he pulls the U.S. out of several key international organizations and promotes the bilateral trade agreements with other countries. This lecture aims to talk about the ramification brought by President Trump to the global economy.

Readings: TBA