

Carleton University
Kroeger College of Public Affairs
Bachelor of Global and International Studies

GINS 2010 B
Globalization and International Economic Issues
Winter 2022
Scheduled time: Wednesdays and Fridays from 4:35 to 5:25
Location: Online (Brightspace)

Instructor: Dr. Mahmoud Masaeli
Office hours: Upon request via Zoom
General meetings: Wednesday 4:35 – 5:25
Email: mahmoudmasaeli@cunet.carleton.ca

Teaching assistants

Christophe Bull (christophebull@cunet.carleton.ca)
Ann Dickie (ANNDICKIE@cmail.carleton.ca)

COURSE MODALITY

This course is an online course where there is a mixture of asynchronous lectures and synchronous complementary sessions. This means that students meet online via web conferencing tools (Zoom) at scheduled days and times to ask questions and share their experience and concerns. Mid-term tests, review sessions, and essay writing workshop will also be online. Students are expected to remain up to date with the deadlines and due dates provided by the instructor on the syllabus as well as on Brightspace. These sessions require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

IMPORTANCE OF SYLLABUS

This syllabus is like a roadmap to success in the course. You need to refer to it regularly in order to fulfill the requirements of the course, especially the assignments and due dates accurately. This syllabus is also completed with detailed information about the components of the course, guidelines, and instructions that are all posted on Brightspace.

EMAILS POLICY

All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way. It is the student's responsibility to monitor their Carleton and Brightspace accounts.

If you are in need of discussing your assignments, or to discuss something private, book a 15-minutes by appointment office hour facilitated via Zoom

In your emails you should also put your full name, the student number, and the course code and number. Professor reserves the right not to answer an e-mail if the level of language used is inadequate. Emails will be responded within 48 hours. Weekends and the study break are excluded.

OFFICIAL COURSE DESCRIPTION

This course investigates the challenges of the condition of globality for the world economy. Those challenges comprise, but limited to, deepening inequality, invisible hegemony by global and transnational corporations, a more complex and uneven global market, the newly emerging patterns and spheres of influence causing conflicts and poverty, the emerging market economies, the neoliberal economy and the developing countries, new patterns of unfair interdependency, and the impacts of the global human rights on the economic improvement of developing countries.

COURSE DESCRIPTION

The semester is structured around two sections: 1) globalization and the challenges of international economy, 2) normative considerations related to globalization of political economy. The first part introduces the main theoretical perspectives related to the impacts of the process of globalization on economy in general, and the living condition of people of the developing countries, analyses deeply the issues of inequality in particular, and ends with a challenging review of the chains of dependency in the globalizing world. Since inequality between and within countries dominates much of the debate on the contemporary global economy, special attention will be given to the analysis of the causes of inequality and how to respond to its effects on the life of people in the developing countries.

The second part deals with the issues and cases, while drawing light on the normative and ethical considerations. This part is in more detail and length and covers a variety of the critical issues arising from the globalization of the economy. How do Transnational Corporations (TNCs) act within the developing countries and whether they are willing to respect the ethical considerations is one of the major themes in the second part. Human rights considerations in supporting people against the irresponsibility of the TNCs is a very important topic absorbing the attention of the critical observers in the world. The need to shift from the resource-based economy to a knowledge-based pattern of development is a definite theme in the course. And, finally the course tackles the structural causes of fragility as a threat to today's economic and political stability.

LEARNING OUTCOMES

By the end of this course students will be able to:

- Define and describe basic perspectives related to the impacts of globalization for international political economy.
- Apply basic economic reasoning to topics in international affairs such as the irresponsibility of TNCs and the attempts by the UN to keep them responsible.

- Critically evaluate the main policy debates on international economic issues such as global economic governance, trade liberalization, new patterns of competition and the new players.
- Identify how the international economy constraints and provides opportunities to people at the local levels.
- Evaluate the constructive and normative aspects of the changes in the context of the global economy in the condition of globality.

BLENDING FORMAT AND EXPECTATIONS

Our weekly classes will be made up of two (sometimes three) pre-recorded lectures of 20-25 minutes (on Brightspace), an optional one-hour question and answer session with the professor (via Zoom), an obligatory 50-minute discussion session online with the assigned Teaching Assistant(s), and online tests, review session, and essay writing workshop.

Pre-recorded lectures will provide the theoretical and conceptual basis for each theme of the course including clarification of key concepts and examples of how they can be applied. The optional Q&A session with the professor will supply an opportunity to review and discuss course materials in a voluntary but plenary context.

It is encouraged that you keep your video feed on during the times you are attending the Q&A sessions with the professor or the discussion sessions with your Teaching Assistant.

To follow along in this course, you will need access to a computer with word processing capabilities, an internet connection, and the ability to stream, download, upload, and video chat.

SESSION RECORDING

Web conferencing sessions in this course may be recorded and made available only to those within the class. Sessions may be recorded to enable access to students with internet connectivity problems, who are based in different time zone, and/or who have conflicting commitments. If students wish not to be recorded, they need to leave your camera and microphone turned off.

You will be notified at the start of the session when the recording will start, and Zoom will always notify meeting participants that a meeting is being recorded. It is not possible to disable this notification.

Please note that recordings are protected by copyright. The recordings are for your own educational use, but you are not permitted to publish to third party sites, such as social media sites and course materials sites.

You may be expected to use the video and/or audio and/or chat during web conferencing sessions for participation and collaboration. If you have concerns about being recorded, please email me directly so we can discuss these.

ASSESSMENT METHODS

The course includes the following components:

- **Five quizzes (total 25%):** Students will be required to do online quizzes on the readings. These quizzes will be in the multiple-choice format and will be available on Brightspace on Monday at 6:00 pm and will be due on Tuesday at 10:00 am. For each quiz, you will answer 20 multiple-choice questions and for doing this quiz, you will have 40 minutes (for each question 2 minutes). Please note that the website will close the quiz application at 10:00 am. Therefore, you will not be able to access quizzes after that time on the course website. This is a strict policy. Therefore, prepare yourself to do the quizzes in the right time framework. The weight of each quiz is 5%. It must be noted that quizzes are created based on the required readings. PowerPoint slides and recorded lectures only outline the main topics and most important themes in the course. Therefore, in-depth reading of the assigned readings is required for writing the quizzes.

Reading quizzes

Quiz	Due date	Topic
1 st quiz	Tuesday Jan. 25	The Condition of Globality: Definitional Aspects and Implications for International Economy Neoliberal Economy, Globalization of Trade, and Developing Countries
2 nd quiz	Tuesday Feb. 08	Growing Global Inequality Economic Dependency in the Condition of Globality
3 rd quiz	Tuesday Mar. 08	New Competition and the Emerging Market Economy The UN Global Compact and Multinational Corporations (TNCs) in the 21 st Century
4 th quiz	Tuesday Mar. 29	Globalization, Technology, and the Knowledge-Based Economy Human Rights and the Global Economy
5 th quiz	Tuesday Apr. 12	The State of Fragility Facing the 21 st Century International Economy in the Post-Truth Condition

- **Midterm test (20%):** Two midterm tests will be taken online in the 11th of February and the 18th of March. For each test three questions will be posted on Brightspace 10 minutes before the beginning of the test. Please copy and paste the questions somewhere safe and accessible in your folders, desktop, or print them. We also strongly recommend you to check your electronic device and net in the advance. You will answer only two questions. Detailed guidelines will be provided on the questions sheet.

- **Tutorial sessions (20%):** Active participation in tutorials is mandatory. Teaching Assistants will keep a record of your attendance and participation. A rubric has been posted on Brightspace. Your TA will keep record of your participation using this rubric. The list of tutorial groups will be posted on Brightspace.

Final essay (35%): Four below topics are prepared for the final essay. You can think about your topic of interest from the very beginning of the term. However, the essay writing workshop will be instrumental in preparation. You are required to write a 10-page term essay (Double-spaced; 12 points; Time Roman font; normal margin no smaller than 3.2 cm). Essays between 9 and 11 pages will be accepted. The essay must be submitted on the 14th of April before 23:30. It must be typed, double-spaced, formatted as a Doc file, and submitted electronically to Brightspace. The essay must be properly cited. A rubric is posted on Brightspace to guide you in writing a good academic essay. In the essay writing session, you can also get more instructions.

The essays are expected to be the product of your intellectual efforts and will be evaluated based on the quality of the essay including originality, grammar, accuracy of spellings, and soundness of their contents. You should be aware of the university's rules on plagiarism.

All assignment must be submitted electronically to Brightspace. Email submissions will NOT be accepted. For all written assignments, please save your file as a .DOCX or .DOC (and no other format) before you upload.

Topics for the final essay

1. Condition of globality and the national economies: opportunities or threats? Chose a case study.
2. New market economies and the obstacles against development. Chose a case study for assessing the success.
3. Knowledge-based economies and the patterns of success.
4. Structural causes conducive to the condition of fragility. We expect the case study of your choice.

Components of final grade

Evaluation format	Weight	Date
Five on-line quizzes	25%	Schedule above
Tutorial sessions	20%	Throughout the semester
First mid-term test	10%	February 11 th
Second mid-term test	10%	March 18 th
Final essay	35%	April 14 th before 23:30

Late assignments:

Extensions beyond the original due date will not be granted. If you are ill (with a doctor's note) or have another legitimate reason for the lateness in the submission of the assignment, please inform the professor with the scanned copy of the documents justifying your absence as soon as possible (preferably before the due date).

However, while for the quizzes the submission dates are fixed and unchangeable, for the essay proposal and the final essay you might be eligible for penalty-free extensions, using one grace day. For example, if you submit the essay proposal ontime, you may enjoy one grace day for the final essay. On the opposite, if you submit the essay proposal one day late, you will be ineligible to enjoy the grace day for the final essay.

Three percentages per day will be deducted for the first day late submission and 2% for each following day. Weekends are not excluded from this policy.

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3

73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.

Netiquette: In the class, we will collectively strive to create a harmonious and productive learning environment, and that means being very attentive to our language and tone. You can find an excellent set of suggestions for online netiquette on this website: <https://carleton.ca/online/online-learning-resources/netiquette/>. Familiarize yourself with the recommendations that this document lays out, as they articulate my own expectations. Note that we are all subject to the Human Rights Code, and that I absolutely will refer any flagrantly threatening or abusive behavior online to the Equity and Inclusive Communities office for investigation and follow-up. For any synchronous components of our course (Q&A sessions, office hours, the peer reviews), it is vital that you have a mic and, preferably, a webcam, and that you enable both when you are engaging in conversation with other people. When we communicate, things such as tone, facial expressions, and body language tell our listeners a lot of about how we want them to understand our message. I know it can be tempting to turn off your webcam in particular, but I ask you to use it when you're communicating synchronously with me or any other students in the class.

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The length work to fulfil the requirements of the course: 120 hours, entire semester.

Watching videos	2 hour per session. Total 20 hours
Tutorials	1 hour per session. Total 10 hours
Reading materials	3 hours per session. Total 30 hours
Preparation for quizzes	5 hours for each. Total 15 hours
Meeting with us	10 hours. The entire term
Midterm tests	20 hours
Essay	25 hours

Total of all	13 0 hours. Entire term
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REQUIRED READINGS

There is no specific textbook for the course. The readings will be available on ARES. ARES is integrated into Brightspace and it can be found in the Tools tab, under Ares Reserves. Students can also log into ARES directly through this link <https://reserves.library.carleton.ca/ares/>

COURSE SCHEDULE

Part One: Globalization and the Challenges of International Economy

Week 1: Wednesday and Friday, January 12 and 14, 2022

Presenting the course, assignments, due dates, and instructions

The Condition of Globality: Definitional Aspects and Implications for International Economy

Discussion questions: What is globalization? How is the process of globalization impacting the international political economy? What are the specific areas affected by the process of globalization? How far will international economic integration go?

Required Reading:

- Steger, B.M. (2003). *Globalization: A Very Short Introduction*. Oxford: Oxford University Press, pp. 1-16.
- Hirst, P. and Thompson, G. (2006). The Problem of Globalization: International Economic Relations, National Economic Management, and the Information of Trading Blocks. *Economy and Society*, 21(4), pp. 357-396. (We only read a few sections of this long article. PowerPoint slides outline the sections that are very important).

Recommended Reading:

- Dani Rodrik, How Far Will International Economic Integration Go?

Week 2: Wednesday and Friday, January 19 and 21, 2022

Neoliberal Economy, Globalization of Trade, and Developing Countries

Discussion questions: How the globalization of neoliberalism affects the living condition in developing countries? What does it mean to say that neoliberalism is a creative destruction? Who are the winners and the losers of the neoliberal political economy? What is the relationship between the free trade and the new patterns of inequality? What are some survival strategies to alleviate the burden of free market globalization? Have institutions associated with structural adjustment policies been more of a success or failure?

Required Readings:

- David Harvey, “Neoliberalism as Creative Destruction” *The Annals of the American Academy of Political and Social Science* 610, No. 1 (March 2007): pp. 21-44.
- Thomas Marois and Lucia Pradella, *Polarising Development – Introducing Alternatives to Neoliberalism and the Crisis*.

Recommended Reading:

- Pierre Beaudet, “Globalization and Development” in Haslam, Schafer and Beaudet, pp. 102-124

Week 3: Wednesday and Friday, January 26 and 28, 2022

Growing Global Inequality

Discussion questions: Why has globalization caused more inequality in the world? Is inequality about more than just income and wealth? How significant is the impact of global inequality on developing countries? What exactly are the problems exactly caused by inequality?

Required Readings:

- Inequality in a Rapidly Changing World. (2020). *The UN Social Report*, pp. 20-33.
- François Bourguignon. (2016). Inequality and Globalization: How the Rich Get Richer and the Poor Catchup. *Foreign Affairs*, Vol. 95 (1).

Recommended Readings:

- Goda, T., and Torres, G.A. (2009). The Rising of Absolute Global Income Inequality during 1850-2010: Is it Driven by Inequality Within or Between Countries? *Social Indicators Research*, 130, pp. 1051-1072.
- Mills, M. (2009). “Globalization and Inequality”, *European Sociological Review*, 41(1), pp. 1-8.

Week 4: Wednesday and Friday, February 02 and 04, 2022.

Economic Dependency in the Condition of Globality

Discussion questions: Has globalization weakened or accelerated the chains of dependency? Is it dependency or the unequal mutual dependency that causes inequality? What are the new patterns of the emerging core-periphery relations in the globalizing world? What are the implications of uneven development for theoretical approaches to the study of globalization and international economy?

Required Readings:

- Farny, E. (2016). "Dependency Theory: A Useful Tool for Analyzing Global Inequalities Today?" *E-International Journal*, pp. 1-9.
- Tausch, A. (2010) "Globalisation and Development: The Relevance of Classical "Dependency" Theory for the World Today," *International Social Science Journal*, 61:202, pp. 467-488.

Recommended Readings:

- Cammack, P. (2010) "The Shape of Capitalism to Come," *Antipode*, 41:1, pp. 262-280.
- Herath, D. (2008.) "Development Discourse of the Globalists and Dependency Theorists: Do the Globalisation Theorists Rephrase and Reward the Central Concepts of the Dependency School?" *Third World Quarterly*, 29:4, pp. 819-834. Online at MacOrdum library.
- Kvangraven, T.H. (2020). "Beyond the Stereotype: Restating the Relevance of the Dependency Research Programme", *The Hague Institute of Social Studies*, pp. 1-37.

Week 5: Wednesday, February 09, 2022

Essay proposal writing class

- In this online class, we will explain how a good essay is prepared, and what are the academic expectations. Students will have the opportunity to ask questions as well.

Week 5: Friday, February 11, 2022

First mid-term rest

- The first mid-term test will be taken online. At the beginning of the session, three questions are shared. Students chose only two questions to answer.

Week 6: Friday, February 16 and 18, 2022

New Competition and the Emerging Market Economies

Discussion questions: How are the emerging markets characterised? What are the reasons for the emergence of the new market economies? Have these economies been able to respond to poverty effectively? How about inequality? With a view into the success of China, how is it possible to combine the Marxist ideology with the free market economy?

Required Readings:

- Techo, V.P. (2018). "Introduction to Emerging International Market", Research paper.
- Radulescu, I.G. et al. (2014). "BRICS Countries Challenge to the World Economy New Trends," *Procedia Economics and Finance* 8, pp. 605-613.

Recommended Reading:

- Anand, B.P. (2021). “BRICS and Emerging Economies”. In Anand, B.P., Fennell, S., and Comin, F. (Eds.). *Handbook of BRICS and Emerging Economies*, Oxford University Press, pp. 3-60. Online at MacOrdum library.

Week 7: Wednesday and Friday, February 23 and 25, 2022

Winter break – No Class

Part Two: Globalization and International Economy: Normative Considerations

Week 8: March 02 and 04, 2020

The UN Global Compact and Multinational Corporations (TNCs) in the 21st Century

Discussion questions: Why has the activities of the TNCs been called into serious questions? Can WTO regulate the activities of the TNCs? In what way has globalization strengthened the presence of TNCs in the developing countries? What are the ethical challenges against TNCs? What are the main principles of the UN Global Compact? How can those principles regulate the activities of TNCs?

Required Readings:

- Foley, C.F., Hines, J.I., Wessel, D. (2021). *Multinational Corporations in the 21st Century Economy*, Hutchins Centre on Fiscal and Monetary Policy at Brookins.
- Gonzalez-Perez, M.A., and Leonard, L.J. (2017). ‘The UN Global Impact’. In de Jonge, A. and Tomasic, R. (Eds.). *Research Handbook on Transnational Companies*. Edward Elgards Publisher, pp. 117-138.
https://www.researchgate.net/publication/309824954_The_UN_Global_Compact

Recommended Readings:

- Dovey, K. and Morrison, J. (2007). “Opening Perspective on the Case for Human Rights in Business,” in *Embedding Human Rights into Business Practice II*. The UN Global Compact, pp. 8-12.

Week 9: March 09 and 11, 2020

Globalization, Technology, and the Knowledge-Based Economy

Discussion questions: For what reasons has the knowledge-based economy become so popular in the developing countries? What has been the immediate effect of the knowledge economy for the development of societies? What institutional changes are required to reach a knowledge-based economy? What is the knowledge “to do”: how can we generate it, use it and benefit from it? How and what kind of knowledge must be created to boost the economic pace of the society?

Required Readings:

- Thurow, L.C. (2000). "Globalization: The Product of a Knowledge-Based Economy". *The Annals of the American Academy of Political and Social Science*, 570 (1), pp. 19-31.
- Unger, R.M. *The Knowledge-based Economy*. OECD.

Recommended Readings:

- Caruso, L. (2016). "The Knowledge-based Economy and the Relationship between the Economy and Society in Contemporary Capitalism, *European Journal of Social Theory*, 19 (3), pp. 409-430.

Week 10: March 16

Review session and preparation for the second midterm exam.

- Students will have the opportunity to review the most important and complicated topics to be covered in the second mid-term exam

Week 10: March 18, 2020

Second mid-term test

- The first mid-term test will be taken online. At the beginning of the session, three questions are shared. Students chose only two questions to answer. Topics covered in the classes from after the first mid-term until the date of the second test.

Week 11, March 23 and 25, 2022

Human Rights and the Global Economy

Discussion questions: what is the relationship of human rights and economic development? How to protect human rights of the vulnerable people in a globalizing political economy? Is it realistically possible to support the human rights of the marginalized people in the free market economy?

Required Readings:

- Kinley, D (2009). *Civilising Globalization: Human Rights and Global Economy*. Cambridge University Press, pp. 1-36. Online at MacOrdum library.
- Fortman, B.G. (2011). "Political Economy of Human Rights: The Quest for Relevance and Realization", *E-International Relations*.

Recommended Readings:

- Bramco, M.C. (2020). *Political Economy of Human Rights*. Routledge, chapter one.

Week 12: March 30 and April 01, 2022

The State of Fragility Facing the 21st Century

Discussion questions: What are the fragile or failed states? What does it mean to say that some states have failed? Has the process of globalization generated more fragile states? What is the relationship of fragility and poverty? What effective responses are provided to respond to the condition of fragility?

Required Readings:

- Nay, O. (2013). "Fragile and Failed States: Critical Perspectives on Conceptual Hybrids", *International Political Science Review*, 34(3), pp. 326-341.
- States of Fragility, 2018, OECD.
- Brinkerhoff, D.D. (2010). "Developing Capacity in Fragile State", *Public Administration and Development*, 30 (1), pp. 66-78.

Week 13: April 06 and 08, 2022

International Economy in the Post-Truth Condition

Discussion questions: What is the meaning of the post-truth world? What implications this condition could have for the living condition? Who is benefiting from the post-truth condition?

Required Readings:

- Vlad, D.L. (2020). The Concept of Quality Connected to Social Media and Emotions. Pages: 1-14 & 41-51.
- Viner, K. (2016). How Technology Disrupted the Truth. *The Guardian*.
<https://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth>
- Gooch, A. (2017). *Bridging Divides in A Post-Truth World*, OECD.
<https://www.oecd.org/digital/bridging-divides-in-a-post-truth-world.htm>

Recommended Readings:

- Robinson, F.R. (2018). "Maintaining Business in a Post-Truth World", Accountability, MacOrdum library.
- Cosentino, G. (2020). *Social Media and the Post-Truth World Order: The Global Dynamics of Disinformation*, Springer International Publishing, Palgrave Pivot, pp. 1-28.