

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
WEST UKRAINIAN NATIONAL UNIVERSITY

APPROVED



Vice-Rector for Scientific Research

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новморе 2024

COURSE OUTLINE
„GLOBAL CHALLENGES OF INTERNATIONAL ECONOMIC
RELATIONS”

Educational and Qualification Level: – Doctor of Philosophy (PhD)

Field of Knowledge 29 International Relations

Specialty 292 International Economic Relations

Educational and scientific program **“International Economic Relations”**

Department of International Economic Relations

Form teaching	Semester	Lectures (hours)	Practice (hours)	Student self-study (hours)	Total (hours)	Test (sem.)
Full-time	2	20	20	80	120	2
	2	20	10	90	120	2

Ternopil – WUNU

2024

STRUCTURE OF THE COURSE

“Global Challenges of International Economic Relations”

1. Course Description “Global Challenges of International Economic Relations”

Course title – “Global Challenges of International Economic Relations”	Field of knowledge, speciality, LHE	Course characteristics
Amount of ECTS credits: 4	Field of Knowledge – 29 “International relations”	Discipline status Speciale Training Cycle Language of learning English
Amount of credit modules: 3	Specialty – 292 International Economic Relations	Study year <i>Full-time – 1</i> <i>Part-time – 1</i> Semester <i>Full-time – 2</i> <i>Part-time – 2</i>
Amount of content modules: 2	Degree of Higher Education – Doctor of Philosophy (PhD)	Lectures <i>Full-time – 20 hour</i> <i>Part-time – 20 hour</i> Seminars <i>Full-time – 20 hour</i> <i>Part-time – 10 hour</i>
Total amount of hours: 120 hour		Self-study <i>Full-time – 80 hour</i> <i>Part-time – 90 hour</i>
Weekly workload – 10, including in-class – 4		Form of final control: credit

2. The purpose and tasks of discipline teaching

“GLOBAL CHALLENGES OF INTERNATIONAL ECONOMIC RELATIONS”

2.1. The aim and structure of the course

Discipline program focused on deep and profound learning students the knowledge about the existence and dynamics of the global challenges of international economic relations, the degree of threat and potential prevention. This discipline refers to the special economic sciences that form the professional outlook of future economists with highest educational qualification. The course should promote highly qualified specialists in the field of international relations with professional understanding and skills to identify the current global challenges and risks.

The aim of discipline is to develop a system of knowledge about confrontation and prevention of global challenges in the context of establishing a new paradigm for International Economic Relations.

Study discipline “Global Challenges of International Economic Relations” requires a systematic and thorough knowledge of the fundamental courses (Philosophy of science, PhD

thesis prospectus) and related disciplines (Methodology and organization of scientific research, Empirical methods and information-analytical technologies in scientific research)

2.2. Connection with other disciplines:

Ukraine in the system of world economic relations; Economic diplomacy and asymmetries of global development.

2.3. Description of competencies, the formation of which provides the study of the discipline

GC03. Ability to work in an international context

SC01. Ability to perform original research, achieve scientific results that create new knowledge in the field of international economic relations and related interdisciplinary areas and can be published in leading scientific publications.

SC02. Ability to generate new ideas for the development of the theory and practice of international economic relations.

SC03. Ability to integrate knowledge from different fields, apply a systemic approach and take into account non-economic aspects when solving complex problems of international economic relations and researching.

SC05. Ability to form a scientific holistic view of the economic unity of the world, regulatory mechanisms of international economic relations at the national, regional and international levels in the context of modern processes of convergence and divergence, European and Euro-Atlantic integration.

2.4. Learning outcomes/results

LO04. Analyze and apply conceptual models, scientific achievements of domestic and foreign scientists, fundamental postulates and theories, paradigms of global economic development, new approaches to the functioning and development of the world economy and international economic relations

LO08. Plan and carry out theoretical and applied research on international economic relations using modern scientific instruments.

LO10. Analyze and assess the status and prospects for the development of international economic relations on the basis of a holistic scientific understanding of the economic unity of the world, effectively apply regulatory mechanisms of international economic relations at the national, regional and international levels in the conditions of modern processes of convergence and divergence.

3.CONTENTS OF THE COURSE “GLOBAL CHALLENGES OF INTERNATIONAL ECONOMIC RELATIONS”

Topic 1. The Evolving Challenges Landscape

Top Five Risks by Likelihood and Impact. Top Five Changes by Likelihood and Impact. Climate Action Failure. Infectious Diseases. Livelihood Crises. Social Cohesion Erosion. Biodiversity Loss. Debt Crises. Prolonged Stagnation. Extreme Weather. Human Environmental Damage.

Literature: 1, 6, 7, 8, 9.

Topic 2. Testing Economic and Environmental Resilience

Persistent Global Economic Fragility. Further Required Deficit Reductions for Fiscal Sustainability. The Changing Debate on the Global Climate. Possible Impact of Global Warming on Different Sectors. Economic Losses Related to Selected Natural Catastrophes. Decisive Action in a Climate of Uncertainty. Exploring New Approaches with Climate-Smart Mindsets. The Green Growth Action Alliance (G2A2). Debt crises in large economies. Prolonged economic stagnation.

Literature: 1, 6, 7, 8, 9, 11, 12.

Topic 3. Digital Wildfires in a Hyper connected World

Benefits and Risks of Social Media. “Astroturfing”, Satire, “Trolling” and Attribution Difficulties. Towards a Global Digital Ethos. Hyper connected World. Digital Inequality.

Literature: 1, 6, 7, 8, 9.

Topic 4. Environmental Degradation and Climate Change

Understand the concepts of climate change, climate adaptation, mitigation and resilience. Increase insight into climate change scenarios and policy implications. Assess climate vulnerabilities. Design climate policies and action plans. Implement and finance climate policies with stakeholders in your organization and community. Mainstream sustainability and climate actions in your organization. Climate action failure. Extreme weather events.

Literature: 1, 6, 7, 8, 9, 12, 13, 14.

Topic 5. Building National Resilience to Global Challenges

Preventable Risks. Strategic Risks. External Risks. National Resilience: Five Subsystems and Five Components. Qualitative Assessment of National Resilience. Supply Chain Risk Initiative. Resilience Practices Exchange (RPE). Collapse of a multilateral institution. State collapse. Interstate conflict.

Literature: 1, 6, 7, 8, 9.

Topic 6. Employment and livelihood crises

The labour market impact of the crisis. Employment and social policy responses to the jobs crisis. Labour market impact of the crisis in historical context. Impact of recessions on the labour market across workforce groups. The nature of cyclical unemployment. National labour market programmes.

Literature: 1, 6, 7, 8, 9.

Topic 7. Involuntary migration

Horizontal inequality, integration, and influences. Context of reception. Migrant group characteristics. The substantial influence of governance policies and practices. Labour market vulnerability and discrimination. Group cohesion, and within-group inequality and diversity.

Literature: 1, 6, 7, 8, 9.

4. STRUCTURE OF THE COURSE CREDIT

“GLOBAL CHALLENGES OF INTERNATIONAL ECONOMIC RELATIONS”

TOPICS	HOURES						CONTROL
	LECTURES		PRACTICAL		SELF-STUDE		
	full-time	Part-time	full-time	Part-time	full-time	Part-time	
Topic 1. The Evolving Challenges Landscape	2	2	2	2	12	14	Case

Topic 2. Testing Economic and Environmental Resilience	4	4	4		12	15	Case
Topic 3. Digital Wildfires in a Hyper connected World	2	2	2	2	12	15	Practical
Topic 4. Environmental Degradation and Climate Change	2	2	2	2	10	15	Practical
Topic 5. Building National Resilience to Global Challenges	4	4	4	2	10	14	Case
Topic 6. Employment and livelihood crises	4	4	4		12	15	Test
Topic 7. Involuntary migration	2	2	2	2	12	15	Practical
Pa3OM	20	20	20	10	80	90	

5. THE PROGRAM OF SEMINARS

Topic 1. The Evolving Challenges Landscape

1. Top Five Risks by Likelihood and Impact. Top Five Changes by Likelihood and Impact.
2. Climate Action Failure. Infectious Diseases. Livelihood Crises.
3. Social Cohesion Erosion. Biodiversity Loss.
4. Debt Crises. Prolonged Stagnation.
5. Extreme Weather.
6. Human Environmental Damage.

Test tasks

Situational exercise

Problem solving, case

Literature: 2, 6, 8

Topic 2-3. Testing Economic and Environmental Resilience

1. Persistent Global Economic Fragility.
2. Further Required Deficit Reductions for Fiscal Sustainability.
3. The Changing Debate on the Global Climate.
4. Possible Impact of Global Warming on Different Sectors.
5. Economic Losses Related to Selected Natural Catastrophes.
6. Decisive Action in a Climate of Uncertainty.
7. Exploring New Approaches with Climate-Smart Mindsets.
8. The Green Growth Action Alliance (G2A2).
9. Debt crises in large economies.
10. Prolonged economic stagnation.

Test tasks
Situational exercise
Problem solving, case
Literature: 2, 6, 8

Topic 4. Digital Wildfires in a Hyper connected World

1. Benefits and Risks of Social Media.
2. “Astroturfing”, Satire, “Trolling” and Attribution Difficulties.
3. Towards a Global Digital Ethos.
4. Hyper connected World.
5. Digital Inequality.

Test tasks
Situational exercise
Problem solving, case
Literature: 2, 6, 8

Topic 5. Environmental Degradation and Climate Change

1. Understand the concepts of climate change, climate adaptation, mitigation and resilience.
2. Increase insight into climate change scenarios and policy implications. Assess climate vulnerabilities.
3. Design climate policies and action plans.
4. Implement and finance climate policies with stakeholders in your organization and community.
5. Mainstream sustainability and climate actions in your organization.
6. Climate action failure. Extreme weather events.

Test tasks
Situational exercise
Problem solving, case
Literature: 2, 6, 8

Topic 6-7. Building National Resilience to Global Challenges

1. Preventable Risks.
2. Strategic Risks.
3. External Risks.
4. National Resilience: Five Subsystems and Five Components.
5. Qualitative Assessment of National Resilience.
6. Supply Chain Risk Initiative.
7. Resilience Practices Exchange (RPE).
8. Collapse of a multilateral institution.
9. State collapse. Interstate conflict.

Test tasks
Situational exercise
Problem solving, case
Literature: 2, 6, 8

Topic 8-9. Employment and livelihood crises

1. The labour market impact of the crisis.
2. Employment and social policy responses to the jobs crisis.
3. Labour market impact of the crisis in historical context.
4. Impact of recessions on the labour market across workforce groups.
5. The nature of cyclical unemployment.

- National labour market programmes.

Test tasks

Situational exercise

Problem solving, case

Literature: 2, 6, 8

Topic 10. Involuntary migration

- Horizontal inequality, integration, and influences.
- Context of reception. Migrant group characteristics.
- The substantial influence of governance policies and practices.
- Labour market vulnerability and discrimination.
- Group cohesion, and within-group inequality and diversity.

Test tasks

Situational exercise

Problem solving, case

Literature: 2, 6, 8

6. SELF-STUDY

Organization of self-study work of students requires the special attention, because part of questions of every theme darts out on an independent study student. Self-study work of student is provided the system of scientific-methodically facilities, foreseen of department for the study of educational discipline. Methodical materials foresee possibility of conducting of self-control (question, testing) from the side of student. Self-instruction work of discipline can be executed in the reading-rooms of university, educational cabinets and computer laboratories, in home terms. A department provides consultation from the separate most difficult themes of course. The teachers of department carry out also current and final control and analyze the results of student self-instruction.

Educational material, foreseen for mastering during self-instruction work, takes on final control next to educational materials, which is learned on lessons.

Content of self-instruction work

Topics of lectures	List of questions
1. The Evolving Challenges Landscape	<ol style="list-style-type: none"> Top Five Risks by Likelihood and Impact. Top Five Changes by Likelihood and Impact. Climate Action Failure. Infectious Diseases. Livelihood Crises. Social Cohesion Erosion. Biodiversity Loss. Debt Crises. Prolonged Stagnation. Extreme Weather. Human Environmental Damage.
2. Testing Economic and Environmental Resilience	<ol style="list-style-type: none"> Persistent Global Economic Fragility. Further Required Deficit Reductions for Fiscal Sustainability. The Changing Debate on the Global Climate. Possible Impact of Global Warming on Different Sectors. Economic Losses Related to Selected Natural Catastrophes. Decisive Action in a Climate of Uncertainty. Exploring New Approaches with Climate-Smart Mindsets. The Green Growth Action Alliance (G2A2). Debt crises in large economies. Prolonged economic stagnation.
3. Digital Wildfires in a Hyper connected World	<ol style="list-style-type: none"> Benefits and Risks of Social Media. “Astroturfing”, Satire, “Trolling” and Attribution Difficulties. Towards a Global Digital Ethos.

	4. Hyper connected World. 5. Digital Inequality.
4. Environmental Degradation and Climate Change	1. Understand the concepts of climate change, climate adaptation, mitigation and resilience. 2. Increase insight into climate change scenarios and policy implications. Assess climate vulnerabilities. 3. Design climate policies and action plans. 4. Implement and finance climate policies with stakeholders in your organization and community. 5. Mainstream sustainability and climate actions in your organization. 6. Climate action failure. Extreme weather events.
5. Building National Resilience to Global Challenges	1. Preventable Risks. 2. Strategic Risks. 3. External Risks. 4. National Resilience: Five Subsystems and Five Components. 5. Qualitative Assessment of National Resilience. 6. Supply Chain Risk Initiative. 7. Resilience Practices Exchange (RPE). 8. Collapse of a multilateral institution. 9. State collapse. Interstate conflict.
6. Employment and livelihood crises	1. The labour market impact of the crisis. 2. Employment and social policy responses to the jobs crisis. 3. Labour market impact of the crisis in historical context. 4. Impact of recessions on the labour market across workforce groups. 5. The nature of cyclical unemployment. 6. National labour market programmes.
7. Involuntary migration	1. Horizontal inequality, integration, and influences. 2. Context of reception. Migrant group characteristics. 3. The substantial influence of governance policies and practices. 4. Labour market vulnerability and discrimination. 5. Group cohesion, and within-group inequality and diversity.

7. MEANS OF EVALUATION AND METHODS OF DEMONSTRATING LEARNING OUTCOMES

In the process of study discipline “Global Challenges of International Economic Relations” used followings methods of student educational work evaluation:

- current testing and questioning;
- case and practical classes.

8. CRITERIA, FORMS OF CURRENT AND FINAL CONTROL

Final mark (at a 100-ball scale) from discipline “Global Challenges of International Economic Relations” determined as an average value, depending on specific gravity of every constituent of test credit:

Module 1	Module 2	Module 3
30%	30%	40%
Current assessment	SELF-STUDY	Exam
The grade is determined as the arithmetic average of the current assessment for topics 1-7	Preparation and presentation of research (abstract, essay, presentation) on a given topic	Theoretical part (3 questions by 20 points each) – max. 60 points Situation solving task – 40 points

University scale	National scale	ECTS scale
90-100	excellent	A (excellent)
85-89	good	B (very good)
75-84		C (good)
65-74	satisfactorily	D (satisfactorily)
60-64		E (sufficiently)
35-59	unsatisfactorily	FX (unsatisfactorily with possibility of the repeated pass)
1-34		F (unsatisfactorily with the necessarily repeated course)

9. LIST OF EVIDENT MATERIALS AND METHODOLOGICAL POINTING

Nº	Name	Number of Topic
1.	Electronic variant of lectures	1-7
2.	Individual tasks for self-implementation (electronic variant)	1-7
3.	A list of tests and questions for discussions on the practical training (electronic variant)	1-7

RECOMMENDED LITERATURE

1. IMF (International Monetary Fund). 2020. World Economic Outlook, October 2020: A Long and Difficult Ascent. October 2020. <https://www.imf.org/en/Publications/WEO/Issues/2020/09/30/world-economic-outlookoctober-2020>.
2. OECD Data. “Quarterly GDP – Total, Percent change same period, previous year”. <https://data.oecd.org/gdp/quarterly-gdp.htm>, accessed 14 December 2020.
3. Cugat, G. and Narita, F. 2020. “How COVID-19 Will Increase Inequality in Emerging Markets and Developing Economies”. IMFBlog. 29 October 2020. <https://blogs.imf.org/2020/10/29/how-covid-19-will-increaseinequality-in-emerging-markets-and-developing-economies/#:~:text=The%20crisis%20now%20puts%20much,gap%20between%20rich%20and%20poor.&text=COVID%2D19%20is%20expected%20to,on%20vulnerable%20workers%20and%20women>.
4. Bloomberg. “Markets — Stocks, Overview”. <https://www.bloomberg.com/markets/stocks>, accessed 20 December 2020.
5. ILO (International Labour Organization). 2020. ILO Monitor: COVID-19 and the world of work. Sixth edition. Updated estimates and analysis. September 2020. https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefingnote/wcms_755910.pdf.
6. World Bank Open Data. “Labor force, total – World”. <https://data.worldbank.org/indicator/SL.TLF.TOTL.IN>, accessed 14 December 2020.
7. Deloitte. 2020. Understanding the pandemic’s impact on working women: How employers can act now to prevent a setback in achieving gender parity in the workplace. <https://www2.deloitte.com/ch/en/pages/aboutdeloitte/articles/understanding-the-pandemics-impact-on-working-women.html>.
8. ILO (International Labour Organization). 2020. Youth and COVID-19: Impacts on Jobs, Education, Rights and Mental Well-Being. Survey Report 2020. 11 August 2020.

https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm.

9. IMF Data Mapper. “Real GDP growth – Annual percent change”. https://www.imf.org/external/datamapper/NGDP_RPCH@WEO/WEOWORLD, accessed 14 December 2020.
10. FAO (Food and Agriculture Organization of the United Nations). Anticipating the impacts of COVID-19 in humanitarian and food crisis contexts. April 2020. <http://www.fao.org/3/ca8464en/CA8464EN.pdf>.
11. JHU (Johns Hopkins University). COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE). “Cumulative Cases” and “Cumulative Deaths”. <https://coronavirus.jhu.edu/map.html>, accessed 12 January 2021.
12. UN DESA (United Nations Department of Economic and Social Affairs). 2019. International Migration. “International migrant stock 2019”. <https://www.un.org/en/development/desa/population/migration/data/estimates2/estimates19.asp>, accessed 1 December 2020.
13. Bennis, A. 2020. “Middle Power Diplomacy: From State to Thematic Diplomacy”. *Global Policy Journal*. 6 April 2020. <https://www.globalpolicyjournal.com/blog/06/04/2020/middle-power-diplomacy-state-thematicdiplomacy>.
14. Benner, T. 2020. “Competitive Cooperation: How to Think About Strengthening Multilateralism”. *Global Public Policy Institute*. 28 October 2020. <https://www.gppi.net/2020/10/28/competitive-cooperation-how-to-thinkabout-strengthening-multilateralism>.