



University of New York in Prague (UNYP)
Ramon Llull University, IQS School of Management, Barcelona
Summit Global Education Program

Course Syllabus

INT 320: Global Studies: Debates, Trends and Current Issues in the International Political Economy

Purpose:

- This course is designed for undergraduate students with a focus on Global Studies, and for students looking for an understanding of the important debates, trends and current issues in the international political economy, especially as they relate to the European Union. The purpose of this course is to introduce students to a broad range of contemporary global issues, using the European setting as a framework for setting topic discussions. Debates will focus upon controversial issues in areas such as international conflict and security, the global economy and development, the environment, immigration, and human rights. Students will become familiar with different views on key issues, including perspectives and policies of various national governments across Europe, as well as international governmental and non-governmental organizations.

Introduction:

- In an increasingly integrated global world, it is more important than ever for graduating students to have an understanding of the current topics, debates and trends in the world beyond their borders. With issues ranging from the global financial crisis, to debates about immigration, security and the environment, students will explore the prospects for governments, individuals, and international groups to address problems in cooperative, competitive, or conflictual manners. The course aims to provide students with an initial overview of these issues - certainly not the last word - but to provide some of the analytical tools needed to study the issues more in-depth on their own, or in upper level courses in comparative politics and international relations.

Course Description:

- This Global Studies course is aimed at introducing students to the events, trends, and problems facing citizens and leaders in an increasingly interdependent world. The course is designed to inform, to provoke, and most especially to inspire them to think seriously about pressing political, economic, social, and ecological concerns in the contemporary world. Assuming no prior knowledge of international relations or comparative politics, the course targets a multidisciplinary audience: students in business, education, and arts and sciences. Upon completion of the course, all students will emerge with a more sophisticated understanding of important core concepts (e.g., sovereignty, identity, development, sustainability, security), with a greater awareness of alternative perspectives to interpreting and resolving global dilemmas (e.g., population growth, environmental degradation, transnational crime flows), and with an enhanced confidence in your own ability to articulate informed positions on important issues.

Course Objectives:

- Upon successful completion of this course students will be able to:
 1. Analyze and discuss the major problems facing the world today, including problems related to the environment, population growth, human rights, security, economic development, and trade.
 2. Critically assess the merits of competing arguments concerning these issues.
 3. Convincingly present an oral argument on one side of a selected issue. Conduct research, both traditional and web-based, on the topic of global issues
 4. Develop a solid understanding of the foundations of international political economy and the three main perspectives for viewing global events: mercantilism, liberalism and structuralism
 5. Appreciate the varied cultural context for addressing global issues in diverse international environments;
 6. Assess the policies and practices of multinational corporations regarding ethics, social responsibility and the environment;
 7. Assess the causes and consequences of accelerated globalization;
 8. Describe the relationship between financial institutions and the global economic crisis;
 9. Explain the causes and consequences of the current crisis in the Eurozone; and
 10. Understand the past, present and future of the European Union and the numerous opportunities it offers.

Students:

- All majors are welcome! UNDERGRADUATE or GRADUATE level students are welcome to apply.

Prerequisites:

- This course assumes that students have a desire to work with people across cultures. It is not required, however, for students to take any prerequisite courses before taking this class.

Course Requirements:

- The course requires active student participation. Students are expected to read the assigned textbook chapters, cases and articles before every class. There will be a midterm exam, a final exam, case studies and a team project. Students are required to attend professional visits.

Teaching Procedures and Methodology:

- Teaching methods used in this course include lectures, case discussions, team assignments, and professional visits. Learning in this course requires the student's constructive participation and

active involvement in both class discussions and small group discussions. Small group discussions, in particular, are a key mechanism for facilitating learning from other team members. Thus, it is essential to attend all group activities inside and outside classes. The corporate visits will expose the participants to different aspects of the class and will highlight the practical relevance of the concepts learned. The visits will be accompanied by individual or group assignments.

Readings:

- "Introduction to International Political Economy", Sixth Edition, David N. Balaam; Bradford Dillman, Pearson, 2014
- Estimated daily reading: 5-10 pages

Recommended Reading:

- "Understanding the European Union", by John McCormick, Palgrave Macmillan, 5th Ed., 2011
- "The Clash of Civilizations and the Remaking of World Order", by Samuel P. Huntington, Touchstone, 1996.
- Snarr, Michael T., and D. Neil Snarr, eds. 2005. "Introducing Global Issues." 3rd edition, Lynne Rienner.
- Drachman, Edward and Alan Shank eds. 2003. "You Decide! Controversial Global Issues." Rowman and Littlefield.
- Additional Readings:
- Additional readings will be assigned by the professor. These readings are designed to acquaint students with core paradigms in Global Studies and in the European Union, as well as some of the most well-known or well-done empirical studies. Additional recommended readings and websites each week will supplement the required readings, and may include:
- R. Cox, "The British School in the Global Context," *New Political Economy*, 15: 3 (Sept. 2009).
- Frieden, "The modern capitalist world economy: A historical overview," *Oxford Handbook of Capitalism* Ed. Dennis Mueller (New York: Oxford University Press, 2012)
- S. Sharma, "The Many Faces of Today's Globalization: A Survey of Recent Literature," *New Global Studies*, 2: 2 (2008).
- A. Narlikar, *The WTO: A Very Short Introduction* (Oxford: OUP, 2005).
- P. Dutt et al, "Does the WTO Matter?" *Vox*, May 1, 2011 (Available at: <http://www.voxeu.org/index.php?q=node/6447>)
- R. Baldwin, "21st Century Regionalism: Filling the gap between 21st century trade and 20th century trade rules", Geneva Graduate Institute, Working Paper 2010-31 (2010).
- H. Milner and K. Kubota, "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries," *International Organization*, 59 (2005).
- Q. Li and A. Resnick, "Reversal of Fortunes: Democratic Institutions and Foreign Direct Investment Inflows to Developing Countries," *IO*, 57:1 (Winter 2003)
- R. Deeg and M. O'Sullivan, "The Political Economy of Global Finance Capital" Review Article, *World Politics*, 61: 4 (October 2009).
- D. Rodrik, *One Economics, Many Recipes: Globalization, Institutions and Economic Growth* (Princeton: Princeton University Press, 2007).

Presentations: Issue Debates

- Students are required to participate in class debates on specific global issues. Two-three students will give a group presentation on one of debate topics presented in class and will be responsible for leading class discussion on that topic, including answering questions. In addition, each student in the group will write a short paper outlining their position on the topic. The goal should be to argue one side of the question and state why it is the most convincing. The paper should use correct citation form (either MLA or APA) and should include at least five references. All students are required to participate in all class debates and discussions.

Term Paper Project:

- Students will choose their teams for the group project (up to 3 students per team). The teams are expected to develop an analysis Term Paper looking at issues in Europe related to one of the ongoing crises in Europe as discussed during our "Introduction the EU" module sessions (and throughout our Summit program).
- On the first day of class, a Summit professor will offer the students 2-3 choices for projects.
- The main issues covered in the past have included: (a) the ongoing Greek and Eurozone crisis, or (b) the immigration crisis, or (c) the possibility of the UK leaving the EU. Additional guidelines will be supplied by the professor during the first day of class.

ISSUES TO CONSIDER:

Choose at least one of the following issues to investigate:

1. Crisis in the Euro Zone (Greece, currency, etc.). Possible items to consider:
 - Euro – will it break up? Stay together? Will Greece be kicked out? Leave voluntarily? For a country like Greece: can competitiveness be restored without currency devaluation? Should EU leaders listen to the protestors? Or, follow through on tough reforms? Can the EU afford it social welfare model? And other issues to be suggested by the professor on the first day of class for student consideration...
2. UK and their upcoming referendum on EU membership (what does it mean for Europe? For the UK? etc.). Possible items to consider:
 - Why is the UK going to hold this referendum? What are the likely outcomes? What is the risk? If this is just a negotiating tactic, what is the UK hoping to achieve? Do you think the UK will be able to get other European countries to offer them any additional concessions (or exemptions) as it relates to European rules? If the UK were to drop out of the EU, what impact would that have on businesses located in the UK? And other issues to be suggested by the professor on the first day of class for student consideration...
3. Immigration Crisis in Europe (as it relates to asylum, tolerance, integration, assimilation etc.). Possible items to consider:
 - Why has there be a massive increase in the number of immigrants coming across the Mediterranean over the past months? Is this the majority of immigration into the EU? When boats capsize in the Mediterranean, who is to blame? What should be done to avoid this problem in the future? Is there a pan-European policy for immigration (asylum, and economic refugees)? Is it fair? What could be done to improve? With regards to assimilation of immigrants in Europe, how well do you think different European countries do (in comparison to each other)? Why are some European countries better at it than others? With regards to tolerance, do you think Europeans are more or less tolerant of immigration

(than the country/ culture where you come from)? And other issues to be suggested by the professor on the first day of class for student consideration...

Term Paper Project - Deliverables:

- To research this project, students will be asked to interview and interact with locals in each country we visit, and to identify the cultural differences that might be leading to political or social tensions within the European Union. These interviews should be quoted or referenced in the term paper as sources.
- The team members are required to provide the instructor with regular and frequent updates on the progress of their project. The instructor will consequently provide on-going feedback to each team. Throughout their time abroad, students will be working on their team project. The following is a list of assignments that students will need to turn in for this project:
- Project updates: Each group has to submit a total of two project updates in order to demonstrate their progress. The instructor will provide timely feedback to ensure that each group is on target.
- Written Report: The report should be 6-8 pages in length (single-sided, typed, double-spaced, in 11-12 point font, Times New Roman), excluding the cover page, table of contents, list of references, and appendices. Key cross-cultural concepts discussed in class should be deeply incorporated into the term paper. In addition to the main content, all written reports must include a cover page, a table of contents, page numbers, a list of current references (minimum of 10), and an appendix of key figures, charts, and the like. References should be written in American Psychological Association (APA) or Harvard Reference format. If you are not familiar with these formats, consult manuals in the library or Internet.
- Due date: 1 day prior to the final exam. For example, if you are taking your final exam in Budapest on July 30th, then your final project is due before class (morning) of the 29th. (We do not want you working on the final project on the night when you should be studying for your final exam!).
- Presentation: In the last week of class, each team may hold a 10 minute concise, informative and creative presentation, highlighting the key points of their project report. Creativity is strongly encouraged in all presentations.
- Peer review: At the end of the project, students will be asked to submit a peer-review; grading their fellow teammates with regards to their participation. Individual grades will be adjusted based upon these reviews.

Homework - Introduction to the European Union (Module):

- In addition to assignments and readings given in class by professors, the following assignments are due from all students attending the Summit Global Education summer programs in Europe:
- LECTURES: All students must attend all "Introduction to the European Union" sessions organized by Summit Global Education. The purpose of these lectures is to ensure that all students understand the European context within which their course is based. This module might include daily lectures on EU related topics, as well as Summit organized cultural or professional visits.
- PROFESSIONAL / CULTURAL VISITS: **3-Questions:** Before each professional / cultural visit organized by Summit Global Education, students should think about 3 questions that they would ask (if they had a chance to sit down with an executive from the organization). Submit 3-questions via Google Drive folder prior to the visit. **1-page summary:** After each professional / cultural visit, students should submit a 1-page summary paper of the visit, highlighting any lessons learned which

might relate to the Summit Global Education courses, or the introduction to European Union module.

- **EACH NEW CITY/COUNTRY: Pre-Arrival:** Prior to traveling to a the new country on the Summit program, students should submit a 1 page paper about the country they are about to visit. This brief paper should outline 2-3 of the main issues currently ongoing in the country or city which we are about to visit. What are the main issues? Is there an ongoing crisis? Election upcoming? Most importantly: The student should indicate what they hope to learn about this issue while visiting the country or region. **Before Leaving:** Before traveling to leave each city on the Summit program, students should submit a 1 page paper about the country they just visited. This brief paper should outline 2-3 things that surprised them about the city (country, culture, people) that they just visited. What was unexpected (in either a good or bad way)?

Components of Final Grade:

- Exam #1 15%
- Exam #2 25%
- Presentations 15%
- Term project 20%
- Class participation 10%
- Introduction to the EU (professional visits, papers and participation) 15%

Grading Scale:

- A 93 - 100%
- A- 90 - 92.9%
- B+ 87 - 89.9%
- B 83 - 86.9%
- B- 80 - 82.9%
- C+ 77 - 79.9%
- C 73 - 76.9%
- C- 70 - 72.9%
- D+ 67 - 69.9%
- D 63 - 66.9%
- D- 60 - 62.9%
- F Below 60%

Useful Websites:

- BBC World News: www.bbc.com
- The Economist: <http://www.economist.com>
- Wall Street Journal: <http://online.wsj.com/public/us>
- Financial Times: <http://www.ft.com>
- Business Week: <http://www.businessweek.com>
- International Trade Association: <http://www.ita.doc.gov>
- Global Edge: <http://globaledge.msu.edu>
- World Fact Book: <http://www.cia.gov/cia/publications/factbook>
- World Bank: <http://www.worldbank.org>

- International Monetary Fund: <http://www.imf.org>
- European Union: <http://www.europa.eu.int>
- World Export-Import Bank: <http://www.exim.gov>
- OECD: <http://www.oecd.org>
- Note: Recommendations from students regarding additional websites of interest are encouraged.

Credit Transfer:

- Courses are designed in order to facilitate the acceptance of credits by U.S. based and international universities.
- Our courses are designed to be 300-level courses, adequate for undergraduate students, upper division level (The courses are designed to be specific and in-depth, and would usually be taken in the last two years of a traditional four year degree program). Each of the courses is worth 3.0 U.S. semester credit hours (6.0 ECTS and Australian credits). Each 3.0 credit course will include 48 academic hours, composed of in-class instruction and technical visits to local companies and organizations.

Host University:

- Global Summit Barcelona: IQS School of Management is a century-old university center, founded by the Jesuits, with great tradition and prestige in the industrial and business world. IQS is a founding member of the Ramon Llull University. The IQS School of Management is recognized as one of the best undergraduate schools for Business Administration in Spain, and stands out for its specific Masters' programs, and for the integral education of its graduates and their capacity to manage industrial and technological organizations. It has been recognized by the AACSB (Association to Advance Collegiate Schools of Business, USA) for its undergraduate, masters, and doctorate programs in Business Administration.
- Global Summit Prague: University of New York in Prague (UNYP) in cooperation with State University of New York/Empire State College is an accredited private higher education institution in Prague. Since 1998, UNYP has been offering English-language higher education in Central Europe, with a focus on Business Administration, Communications, Finance, IT Management, Marketing, International Economic Relations, and more. UNYP is the largest and leading English language higher education institution in the Czech Republic. UNYP offers accredited Bachelor's, Master's, MBA, and PhD programs in English as an officially recognized higher education institution in the Czech Republic, and in partnership with prestigious international universities in the United States and Europe

Academic Integrity:

- Both IQS and UNYP place a high value on the integrity, good conduct and academic honesty of all students. Students are expected to maintain high standards of academic integrity at all times. Any instance of academic dishonesty, including plagiarism, will result in a grade of F for the course.

Language:

- This course is taught 100% in English.
- English proficiency is required.

Schedule of Classes and Professional Visits:

- The detailed schedule of classes and professional visits for each session is available online at www.SummitStudyAbroad.com

Course Content:

- All of our courses are designed with a modular format. Students should expect to cover at least 80% of the content per module, depending upon the Session selected.

Module: European Issues and Debates

- Nationalism, Regionalism and the European lessons from history
- Environmental issues, global challenges
- Energy and energy security in Europe
- Global financial crisis, European political and economical challenges
- Immigration issues in Europe, culture, identity and integration
- Inequality, unemployment challenges in Europe
- Food and water security, trade issues globally
- Terrorism, security and the new threats from cyber terrorism

Module: Global Issues in International Political Economy

- Politics of U.S.-Japanese, U.S.-European, or U.S.-Chinese trade disputes and trade negotiations
- The "greening" of the multinational corporation and the growing importance of environmental concerns in the world economy more generally
- The consequences of the global financial crisis of 2007-8 (or the crises in Asia, Argentina, Mexico, Russia, or Brazil)
- The political economy of Russia, China, Eastern European, or Arab Spring countries and its relationship to the development of democracy
- Importance of international economic summits (G-8 and G-20)
- North-South economic relations and global warming
- Technological factors behind the rise of large MNCs like Wal-Mart or Google
- The international political economy of international drug trafficking or other illegal trade (such as sex workers or trade in toxic waste)
- Anti-globalization movements around the world
- The impact of new technologies (e.g., the Internet, biotechnology, nanotechnology, alternative energy) on international politics
- Economic and social problems of the Fourth World (the poorest countries) and evaluation of proposals for reducing global poverty

Module: International Political Economy

- Theories of International Political Economy, with an introduction to the three IPE "perspectives" (liberalism, mercantilism, structuralism), and a look at global issues as seen through the lens of these three perspectives.
- The International Monetary System
- The International Trade System
- The World Bank and International Monetary System
- Country Analysis
- Multinational Corporations and North-South Relations

- IPE and the Environment, with a discussion about "tragedy of the commons" (as relates to global issues, and the environment)
- Sustainable Development & Protection of the Environment

Module: Globalization of markets and culture

- Dimensions and drivers of market globalization
- The evolution of the European Union
- Economic, social and environmental consequences of globalization
- The effect of globalization on culture: are cultures converging?
- Globalization and US firms: Opportunities and challenges
- Sustainability and key environmental issues
- International trade theory: the fundamentals of international business
- In Focus: The current economic crisis – roots and consequence
- Discussion 1: Debating the Merits of Globalization
- Discussion 2: Your professional fit in the global economy

Module: Regional Trade and Integration Issues

- Theories of international trade and investment
- Regional Economic integration: leading blocks, success factors and challenges
- Emerging markets and developing economies: a risk-opportunity assessment
- The international monetary and financial environment of international business
- Discussion: Gaining cultural IQ to compete in the international business arena
- Focus Europe: International business in Europe

Module: Culture, Corruption and Ethical Issues

- The cultural environment of International Business
- Types and scope of ethical dilemmas in international business
- Corruption and international business: Indicators, legislation and reality

Module: European Financial, Political and Economical Crisis

- The European crisis – Drivers and consequences
- Unemployment and protest issues
- Global production, outsourcing, and employment

Module - Introduction to the European Union

- Students will visit European companies and organizations and will engage in cultural visits. These visits will be integrated back into the classroom during our daily "debrief" sessions called "Introduction to the EU". Topics to discuss may include: Regional differences within Europe, Immigration, History of the European Union and the Eurozone, Key European Institutions, and the ongoing economic and political crises in Europe

COURSE DESIGN:

- Global Summit PRAGUE: Students complete the core portion of their course materials in Prague, with approximately 2 ½ weeks of in-class content completed at the University of New York in Prague. Samples of course materials (slides, etc) available upon request
- Before arriving in Prague, students are led on a journey across Europe to visit companies and organizations. During this time students will have: VISITS: cultural and professional visits designed to enhance the course material; ASSIGNMENTS: Daily writing assignment - students to upload a 1-page summary of cultural experience from outside of classroom; READINGS: Daily reading assignment from assigned textbook: "Introduction to International Political Economy", Sixth Edition, David N. Balaam; Bradford Dillman, Pearson, 2014
- Samples of course materials (slides, etc) available upon request

ITINERARY (Tentative):

- Planned class days (and professional visits) are listed below
- Note: This schedule is subject to change. The actual schedule will be given to students at a later date, and is subject to changes without prior notice.

BARCELONA, Thursday, June 9th, 2016

- IQS School of Management, Barcelona
- Opening Session for students arriving on the early session options: Session BCN-PRA 01, Session BCN-PRA 02, Session PRA 01, and Session PRA 02
- Introductions
- Barcelona, Safety, Orientation

BARCELONA, Friday, June 10th, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module
- Walking tour of Barcelona old town

BARCELONA, Monday, June 13th, 2016

- Professional visit to Torres Winery
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Tuesday, June 14th, 2016

- IQS School of Management, Barcelona
- Morning walking tour of Gaudi Barcelona
- 14:00-15:00 Introduction to EU module with Professor Carlos Moslares discussion about Barcelona, Catalonia and the EU

BARCELONA, Wednesday, June 15th, 2016

- Professional visit to Barcelona Activa
- Cultural visit to Barcelona City Hall
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Thursday, June 16th, 2016

- IQS School of Management, Barcelona
- 14:30-15:00 Introduction to EU module

BARCELONA, Friday, June 17th, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Monday, June 20th, 2016

- IQS School of Management, Barcelona
- 11:30-12:30 Introduction to EU module

BARCELONA, Tuesday, June 21st, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Wednesday, June 22nd, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Thursday, June 23rd, 2016

- Professional visit TV3
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Friday, June 24th, 2016

- Holiday

BARCELONA, Monday, June 27th, 2016

- 16:30 --->> TRAIN TO PARIS

PARIS, Monday, June 27th, 2016

- Arrive in Paris in the evening

PARIS, Tuesday June 28th, 2016

- Walking tour of central Paris

PARIS, Wednesday, June 29th, 2016

- 14:00-18:00 IESEG School of Management, Paris
- Optional picnic in evening by River Seine

PARIS, Thursday, June 30th, 2016

- 9:00-11:30 IESEG School of Management, Paris
- Professional and Cultural Visits organized by Summit in the afternoon: La Maison du Pastel, and Opera Garnier backstage tour
- Assignments uploaded to google drive: (3 questions + 1 page summary)

PARIS, Friday, July 1st, 2016

- 9:30 leave Paris --->> TRAIN TO LONDON
- 14:00-16:00 - Welcome to UK event

LONDON, Friday, July 1st, 2016

- Arrive in London in the afternoon
- Opening Session for students arriving on Session PRA 03, and Session PRA 04
- 14:00-16:00 - Welcome to UK event

LONDON, Saturday, July 2nd, 2016

- BBC professional visit in the morning
- Assignments uploaded to google drive: (3 questions + 1 page summary)

LONDON, Monday, July 4th, 2016

- 9:00-13:00 Middlesex University, London
- Optional afternoon visit to the Tower Garden

LONDON, Tuesday, July 5th, 2016

- 9:00-13:00 Middlesex University, London

LONDON, Wednesday, July 6th, 2016

- Other students: 9:30 leave London --->> FLIGHT TO BERLIN
- 14:00-16:00 - Welcome to GERMANY lecture

BERLIN, Wednesday, July 6th, 2016

- Arrive in Berlin early afternoon
- 14:00-16:00 - Welcome to GERMANY lecture

BERLIN, Thursday, July 7th, 2016

- 10:00-10:45 - lecture at hotel conference center, Berlin

BERLIN, Friday, July 8th, 2016

- 10:00-10:45 - lecture at hotel conference center, Berlin
- 14:00-18:00 - visit to BMW motorcycle plant
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BERLIN, Saturday, July 9th, 2016

- 9:00-13:00 - visit to German Parliament Bundestag
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BERLIN, Monday, July 11th, 2016

- Other students: 9:30 leave Berlin --->> TRAIN TO PRAGUE
- 14:00 - Welcome to Czech Republic lecture at the University of New York in Prague

PRAGUE, Monday, July 11th, 2016

- 9:30 --->> TRAIN TO PRAGUE
- 14:00 - Welcome to Czech Republic lecture at the University of New York in Prague

PRAGUE, Tuesday, July 12th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Wednesday, July 13th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- Afternoon: **Professional Visit** to Skoda (automobile manufacturing)
- Assignments uploaded to google drive: (3 questions + 1 page summary)

PRAGUE, Thursday, July 14th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Friday, July 15th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Monday, July 18th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Tuesday, July 19th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Wednesday, July 20th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- Afternoon: **Professional Visit** to Pilsner Urquell (beer company)
- Assignments uploaded to google drive: (3 questions + 1 page summary)

PRAGUE, Thursday, July 21st, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Friday, July 22nd, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Monday, July 25th, 2016

- 09:00-11:15 Global Studies IPE class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Tuesday, July 26th, 2016

- The University of New York in Prague

- EXAMS

PRAGUE, Wednesday, July 27th, 2016

- FLY HOME: Students from Session BCN-PRA 01; Session PRA 01; Session PRA 03
- Other students: 7:30 leave Prague --->> BUS TO VIENNA, BUDAPEST

VIENNA, Wednesday, July 27th, 2016

- On the journey to Budapest, we will stop for a few hours in Vienna.

BUDAPEST, Wednesday, July 27th, 2016

- Arrive in Budapest in the evening

BUDAPEST, Thursday, July 28th, 2016

- 9:30-11:30 Corvinus University, Budapest
- Walking tour of Budapest afternoon

BUDAPEST, Friday, July 29th, 2016

- 9:30-11:30 Corvinus University, Budapest

BUDAPEST, Monday, August 1st, 2016

- EXAMS
- FINAL CLOSING CEREMONY (evening)

BUDAPEST, Tuesday, August 2nd, 2016

- FLY HOME: Students from Session BCN-PRA 02; Session PRA 02; Session PRA 04

Note: Courses and Programs (itinerary, courses, professors, prices and more) are subject to change without prior notice. The information provided in this document is supplied for purposes of planning only. Actual course materials may be modified based on the professor's preference or on itinerary changes.