



# POL 359: International Political Economy

Fall 2021 / TuTh 12:00–1:15pm / Bomberger 228

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Student hours: W 1–3pm (Zoom) and Th 2–6pm (office); please sign up at [calendly.com/jkarreth\\_ursinus](https://calendly.com/jkarreth_ursinus).

Email: [jkarreth@ursinus.edu](mailto:jkarreth@ursinus.edu)

Course website: <http://www.jkarreth.net/pol359-f21.html>

**Masking policy:** Professors and students, regardless of vaccination status, must wear masks in indoor classrooms upon further notice. Thank you for helping keep everyone safe!

## Course description

Welcome to POL 359, an advanced undergraduate course on international political economy! International economic interactions (in the form of global *markets*, *money* flows across borders, and international *migration*) have a profound impact on the wealth of a country, economic activities of businesses and individuals, and the people's living conditions. In this course, we will use social science tools to make sense of how factors such as international trade agreements, the old and new NAFTA, the WTO, exchange rate policies, foreign aid, and migration have continued to shape relationships between individuals and societies, between countries, and political, economic, and business outcomes in diverse contexts.

## Learning goals

Upon successfully completing this seminar, you will:

- have acquired a substantive knowledge and conceptual understanding of:
  - how international economic processes have come about, and how they affect people in different countries across all continents and income groups.
  - the economic, social, and cultural origins of individual and societal responses in different countries to international economic processes.
- think critically about:

- the implications of different major theoretical arguments about preferences toward international economic policies.
- the trade-offs linked to different economic policies.
- how institutions, political dynamics, identity, and culture shape economic interactions in different countries.
- acquire research skills in the form of
  - concepts, theories, and analytical tools from political science and economics to analyze causes and effects of phenomena at the intersection of politics and the economy.
  - using empirical data to describe and evaluate developments and policies at the intersection of politics and economics.
- think systematically about the differential impact of economic interactions on individuals and societies in different countries, regions, and cultural contexts.

This course is designated as fulfilling the **Global Interconnections** core designation. It addresses the “GN” learning goals by specifically considering explicitly the perspective of non-Western groups in the context of the causes and consequences of international political-economic phenomena. The course contains specific units exploring how non-Western countries experienced and responded to several aspects of globalization. It also explores how countries in Latin America, Southeast Asia, and Sub-Saharan Africa have engaged differently with international trade, international investors, and international financial institutions. Assignments that require students to explicitly compare the position and experience of individuals and groups in non-Western countries to those of other non-Western (or Western) countries sustain the significant engagement with global and non-Western contexts.

POL 359 is also one of the courses in the **Digital Studies** minor; we make use of a variety of digital tools for content creation to communicate research in a creative and responsible manner.

## Materials

### Background textbooks (free of charge)

We are not using a printed textbook for this course, but will rely on open-source textbook resources for definitions and background explanations. You do not need to read either book from beginning to end. But please use both resources below first when you encounter terms or concepts that you haven't heard before:

- Saros, Daniel. 2020. *Principles of Political Economy, 3e. A Pluralistic Approach to Economic Theory*. Press Books. URL: <https://principlesofpoliticaleconomy.pressbooks.com>
- O'Rourke, Kevin, Samuel Bowles, Wendy Carlin, David Hope, and Paul Segal. 2017. “The Nation and the World Economy.” Unit 18 in The CORE team, *The Economy*. URL: <https://www.core-econ.org/the-economy/book/text/18.html>

### Podcast

The *Trade Talks* podcast has been discussing key issues in International Political Economy in over 100 short, accessible episodes. I will assign some episodes that we'll discuss in class, but you should also check out the podcast on your own. All episodes can be found at <https://www.tradetaalkspodcast.com/>.

### Scholarly journal articles and book chapters

All other required and suggested readings (articles and book chapters/excerpts) are available on Perusall, a platform that you can access from Canvas. Click on “Perusall.” Then, you can find all readings in the “Library” tab. They are numbered by the day on which they are assigned. You can annotate readings (as part of your participation) and also download PDF copies of each reading if you prefer to print them.

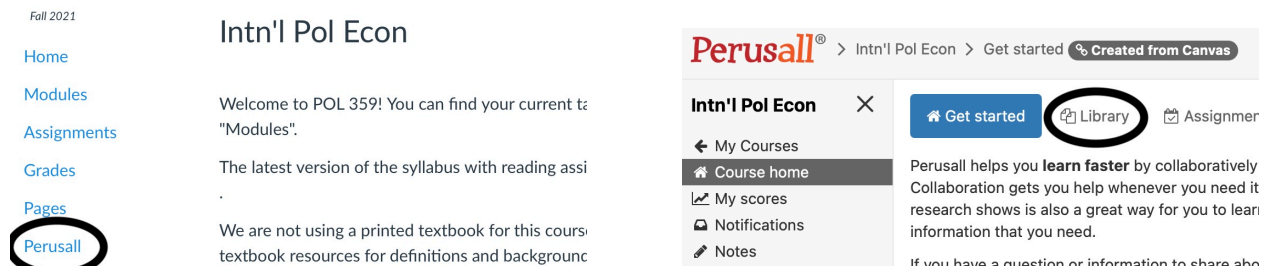


Figure 1: How to access readings via Canvas & Perusall

## My role as instructor

I am looking forward to getting to know you and sharing my passion for political science research with you. Your success is important to me. I ask that you please schedule an individual meeting with me within the first three weeks of class (no later than Thursday, September 16) so that I can learn more about you and your interests related to this seminar. You can find available meeting times at [calendly.com/jkarreth\\_ursinus](https://calendly.com/jkarreth_ursinus).

## Requirements and assignments

This course is reading and labor intensive. Most of your time outside the classroom will be spent reading, thinking about the class material, and preparing coursework. It is imperative that you plan your schedule to allow yourself adequate time to complete the readings ahead of class time. At the same time, however, you should not necessarily try to read every word and you may need to skim longer readings. Skimming is an important skill to learn (if you haven't already) that will allow you to identify the main points in the texts efficiently. I provide tips on how to skim and how to take notes on Canvas. On some class days, we will split readings between students and have students summarize what they read for others.

POL 359 is also a discussion-based course that demands your regular attendance and full participation. You need to come to class ready and willing to discuss the readings and the issues that they raise. You will be expected not only to share your opinions with others but also to demonstrate that you have read and thought about the assigned texts. Quality participation also involves engaging with your classmates, listening carefully and critically to the views that they express. It can be especially challenging for some people to participate in large class discussions; if this applies to you, please come talk to me about strategies for becoming more comfortable speaking in class.

## Attendance & preparation (required to pass this course)

It is anticipated that all classes in Fall 2021 will take place in person. Remote class sessions will occur only in extenuating and short-term circumstances. In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class unless you are sick. **If you feel unwell, please do not come to class**, but email me before the class you will miss. If you are unable to attend class due to quarantine, isolation, or Covid-like symptoms in advance of test results, please contact your professor (me) to make up work you have missed during class.

In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class unless you are sick. Excessive non-health related absences result in lower grades, up to the grade of F. The Office of Academic Affairs, the Office of Student Affairs, and the Wellness Center do not provide excused absences from class.

The Institute for Student Success (ISS) is here to support you if you are experiencing significant health problems or other issues that may prevent you from performing adequately in your academic work. If you require this support in working with me during POL-359, please contact the ISS coordinator, Stephanie Stefanik ([sstefanik@ursinus.edu](mailto:sstefanik@ursinus.edu); 610-409-3400). To discuss reasonable accommodations, please contact Dr. Dolly Singley ([dsingley@ursinus.edu](mailto:dsingley@ursinus.edu)).

**Covid-19 safety valve:** If you are in quarantine or isolation, I will do my best to help your efforts to make up the class content. Class days you spend in quarantine or isolation will not count as missed days as long as you communicate with me in advance.

### What you should know about this class

This is a highly interactive and fast-paced course. **You need to schedule at least 8<sup>a</sup> hours per week outside the classroom on this class for readings, assignments, and class preparation.** This course also requires you to complete varying tasks each week. You will need to plan ahead and make time for your classwork in your regular schedule. **Check Canvas daily for deadlines and assignments.** The 8 hours per week spent on this course outside the classroom are also required to complete the work needed for a four-credit course at Ursinus College.

<sup>a</sup>The number of 8 hours per week is based on the specifics of assignments and reading load for this course; I calculated it using the *Course Workload Estimator* from Rice University's Center for Teaching Excellence.

**Safety valve:** you can spend your SDRs (see below) to miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for non-health related emergencies and planned absences such as job interviews. Three non-health related absences reduce your overall course grade by one letter grade. Four or more absences result in a failing grade. **If you experience a significant health problem or other issue** that may prevent you from performing adequately in your academic work and/or attending class for more than one day, you can get help from the Ursinus Institute for Student Success. They may guide you to request accommodations for this course. Contact the Director of Disability Services, Dr. Dolly Singley, at [dsingley@ursinus.edu](mailto:dsingley@ursinus.edu) or 610-409-3472.

## 2. In-class participation and short presentations (10% of your course grade)

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary for the class to succeed. Participation is based on (1) your contributions in class, (2) short informal writing assignments in class, (3) your annotations of course readings on Perusall, (4) facilitating class discussion on assigned days, and (5) guided reflections during the semester. Grades use the rubric below:

- No credit: you attend class, but do not contribute in speaking or writing.
- Partial credit: Minimal participation; you submit in-class writing assignments and may talk once or twice per class to answer a question or state a viewpoint; does not actively contribute to the developing of dialogue or encourage more in-depth reflection.
- Full credit involves all of the following: short presentations on your research; doing work to make class discussions more collaborative and constructive; adding clarifying notes to course readings on Perusall; encouraging others to participate by posing interesting questions and identifying key areas of variation or agreement.

**Safety valve:** You may spend your SDRs to not participate (while attending) on two days without losing any points.

**Facilitating class discussion:** On one day during the semester, you are responsible for framing our meeting. You do this by

- starting off class by telling us the big question(s) we should be able to explore today, based on the syllabus and the assigned reading
- taking good notes during class that can be shared with the group later
- wrapping up class by summarizing key points and questions for future considerations

### 3. Weekly pre-tests (20% of your course grade)

At the beginning of each week (by the end of Monday), online tests let you check your understanding of the material for that week (both Tuesday and Thursday). These tests will take about 30-60 minutes and will consist of multiple choice or short answer questions, or text annotations. The content is flexible; while mostly covering readings, pre-tests might also ask you to briefly research current events or listen to a podcast episode. *Note: email me an image of a llama by the end of Tuesday, August 31, to earn one bonus point on the first pre-test of the semester.*

**Safety valve:** I will automatically drop your lowest two tests and calculate your overall test grade as the average of your best remaining test scores.

### 4. Research project (50% of your course grade)

Throughout the course, you will conduct research on the political economy of trade and money in a country of your choice. Altogether, the project allows you to develop and use a political economy framework to analyze important current international issues. The final version of the project can serve as the potential foundation for a CoSA presentation, a Summer Fellows project, a capstone paper, or an honors thesis (as long as the relevant instructor approves of it). It is also structured so you can use it as a writing sample for job or internship applications. This project comes in several steps:

1. You apply for the country of your choice on Canvas (September 9)
2. You research & write up a description of the country's political system (September 24)
3. After consulting with me, you research & write up an analysis of a trade-related policy that is important in your country (October 15)
4. After consulting with me, you research & write up an analysis of a monetary policy issue that is important in your country (November 20)
5. You create two policy versions of your work: (1) an infographic and (2) an op-ed (December 7)

**Safety valve:** You will receive feedback and a roadmap for improvement for each of the assignments that you can use for the next assignment. In addition, you are invited to revise each assignment after receiving feedback and then combine all assignments into one full research paper. The grade on that full research paper will replace half of your final exam.

### 5. Final exam, written and oral version (20% of your course grade)

All students take a written final take-home exam. The exam can be completed in 1.5 hours, but you have 24 hours to submit the exam. It is due at the end of Friday, December 10. This exam contains multiple choice and essay questions. Students then have the option to sit for an oral exam during the exam period scheduled by the registrar.

- For students who do not schedule an oral exam, the written exam will count toward 20% of their course grade.
- **Safety valve:** For students who take the oral exam after the written exam, the written and oral portions of the exam will count 10% each toward the overall course grade.

## Grading

Rubrics for all assignments are posted on Canvas. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below.

**Late assignments.** All written assignments (short assignments, data analysis assignment, paper) are due at 9pm on their due date unless otherwise noted. The individual assignment grade (out of 100) will drop by 10 points for every calendar day the assignment is submitted after the due date.

|                         |          |
|-------------------------|----------|
| In-class participation  | 10%      |
| Weekly pre-tests        | 20%      |
| Research project        | (50%)    |
| Application for country | required |
| Political system        | 10%      |
| Trade policy            | 15%      |
| Monetary policy         | 15%      |
| Infographic & op-ed     | 10%      |
| Final exam              | 20%      |

|    |               |    |               |
|----|---------------|----|---------------|
| A  | 100 - 93.0    | C+ | 79.999 - 77.0 |
| A- | 92.999 - 90.0 | C  | 76.999 - 73.0 |
| B+ | 89.999 - 87.0 | C- | 72.999 - 70.0 |
| B  | 86.999 - 83.0 | D+ | 69.999 - 67.0 |
| B- | 82.999 - 80.0 | D  | 66.999 - 63.0 |
|    |               | D- | 62.999 - 60.0 |
|    |               | F  | 59.999 - 0    |

## Selfcare Day Requests (SDRs)

To promote everyone's well-being, you receive four SDRs in the form of paper tickets at the beginning of the semester. You can use two of these SDRs to miss class, and the other two to skip participating during a particular class day while you're present. Simply turn in your SDR to me in the class before (or slip it under my office door before class). Once your SDRs are used up, your attendance and participation affect your grade as suggested above.

**If you feel unwell, please do not come to class**, but email me before the class you will miss. If you are in quarantine or isolation, I will do my best to help your efforts to make up the class content. You do not need to use your SDRs for days you spend in quarantine or isolation.

## Important resources for your success and well-being

**Disability accommodations.** Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. At the beginning of each semester, qualifying students must arrange for accommodations through the Ursinus Institute for Student Success in the lower level of Wismer. If you have any questions, contact the Director of Disability Services, Dr. Dolly Singley, at [dsingley@ursinus.edu](mailto:dsingley@ursinus.edu) or 610-409-3472.

Additional resources regarding dining accommodations, medical leave of absence and service animal policies, and campus safety are posted at <https://www.ursinus.edu/offices/ursinus-institute/students-with-disabilities/>.

**Religious observance.** I will make every effort to accommodate religious observances and obligations. Please bring any possible conflicts with deadlines or assignments to my attention at the beginning of the semester.

**Names.** Course rosters are provided to me with your legal name, but I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of your preference early in the semester so that I may make appropriate changes to my records. Please be patient with me as I learn all students' names and pronouns. I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

**Classroom interactions.** In this class, we will work to promote an environment where everyone feels safe and welcome, even during uncomfortable conversations. The topics we will address can be political, personal, controversial, and provocative. As we explore these ideas, every voice in the room has something of value to contribute to group discussion. Because the group will represent a diversity of individual beliefs, backgrounds, and experiences, every participant must show respect for all others. You are encouraged to not only take advantage of opportunities to express your own ideas, but also to learn from the information and ideas shared by other students. Participation is crucial to the success of this classroom experience. Your insights, questions and comments will be useful not only to yourself and to your instructor, but to your fellow students as well. Remember that all ideas need to be well founded in class readings, and/or research in a civil and academic manner.

**Academic honesty.** All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at <https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. The policy also prohibits submitting material that you previously submitted in another course. If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to the College. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite.

**Emergencies and absences.** Missing a deadline results in lower grades as specified above, regardless of the reason. However, please take advantage of the **safety valves** noted above.

**Electronic devices in the classroom.** Laptops and tablets are for note-taking only. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."<sup>1,2,3</sup> If we as a group decide that electronic devices have a negative effect on class discussion, we will discuss alternative accommodations. Cell phones must be stored away and silenced during class.

<sup>1</sup>Fried, Carrie B. 2008. "In-Class Laptop Use and Its Effects on Student Learning." *Computers and Education* 50: 906-914.

<sup>2</sup>Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." *SEI Discussion Paper #2016.02*. (<https://goo.gl/7SxH1m>)

<sup>3</sup>Dynarski, Susan M. 2017. "For better learning in college lectures, lay down the laptop and pick up a pen." *Brookings Institution Report*. (<http://brook.gs/2hKV7gk>).

**Digital Access and Equality.** Digital devices are essential for success in college. In this course, you need digital devices to access readings, complete and submit assignments, complete online quizzes, and to coordinate with other students regarding group projects. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

I also encourage students to be aware of the many technology-related resources that Ursinus College provides, including:

- Free on-campus wireless internet (Wifi) access through the “Ursinus Secure” network.
- Free software (including Microsoft Office) for download and for cloud-based use.
- Free unlimited, secure online storage through OneDrive (a great way to back up files automatically).
- Free support with issues related to Ursinus technology (e.g., email, Canvas, Wifi, printing, device setup, etc.).
- Free in-person tech support at Tech Support at the IT support desk in the Myrin Library.
- Students may borrow laptops for free from Tech Support.<sup>4</sup>

**Basic needs security.** If you are facing challenges securing food or housing and believe this may affect your performance in this course, please let me know, if you are comfortable in doing so. This will allow me to suggest resources to you. Please know that you can always get help from the Bear2Bear fund. This is a program established by donors to Ursinus College. It provides special grants to support students facing temporary financial hardship as a result of an emergency or crisis situation (up to \$5000 per year).

**Support with writing assignments.** Whenever you want some extra support with a writing or speaking assignment, for this class or any other, please visit my student hours and connect with the Center for Writing and Speaking, [www.ursinus.edu/offices/center-for-writing-and-speaking/](http://www.ursinus.edu/offices/center-for-writing-and-speaking/). The Center is staffed by trained peer tutors who can help you at any stage of the writing process. You can go to them to ask about your ideas early in the process, while you are still brainstorming; you can go when you have a rough draft; or you can go when you are almost finished revising. It is a very good idea to have a smart and sympathetic reader look over your paper before handing it in! Make an appointment at <https://ursinus.mywconline.net>. You can also email them with any questions at [cws@ursinus.edu](mailto:cws@ursinus.edu).

**Wellness Center crisis hours.** The Wellness Center has a walk-in crisis hour at 2-3 pm each weekday, which is available for students in crisis who need to be seen immediately by a clinician. Their resources are confidential and free to all students. Please consult the Wellness Center website for more information: <https://www.ursinus.edu/offices/wellness-center/counseling/>.

**Extra credit events.** Throughout the semester, I may post a small number of extra credit opportunities on Canvas. Extra credit will be added to a student’s in-class participation grade.

<sup>4</sup>Parts of this statement are borrowed from <https://scatter.wordpress.com/2018/12/03/the-new-digital-divide-on-college-campuses/>.



## Schedule

This schedule will be updated prior and during the semester. **Please visit Canvas for the most recent information on deadlines and readings.**

For each day, the syllabus lists required readings. You need to take notes on those readings and bring these notes to class. Additional background literature is intended to serve as useful starting points for research papers, or for general interest. You should skim at least one of the background readings for each day and be prepared to say a few words about it in class.

**R** lists the **required** content to complete before today's class.

**S** lists a **suggested** additional (but not required) content for today's topic.

**E** lists an **event** or activity supporting today's meeting.

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### *Introduction*

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#### **Day 1 (Tuesday, August 31)**

Markets, money, and migration — and how they affect you. Which of the three topics seems to be most salient to people you know, and why? And why does trade benefit everyone (in theory)?

**R** this syllabus.

**R** Introduction of episode 83 of the *Trade Talks* podcast, available at <https://go.ursinus.edu/e90PaN>.

**R** Rodrik, Dani. 2017. "The great globalisation lie." *Prospect Magazine*. URL: <https://go.ursinus.edu/LTn7Jp>.

**E** Trade game

#### **Day 2 (Thursday, September 2)**

How can we make sense of economic interactions between people? What are the assumptions of scarcity, political survival, and rationality? What is rational choice? What is a theoretical model? What is a dependent variable?

**R** pages 3–21 and 28–46 in Sobel, Andrew C. 2012. *International Political Economy in Context*. Washington, D.C.: CQ Press.

**S** Polanyi, Karl. 1947. "On Belief in Economic Determinism." *The Sociological Review* 39 (1): 96–102.

**E** Short presentations on IPE and you

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## *Markets: The Politics of International Trade*

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### Day 3 (Tuesday, September 7)

The history of modern global trade: where did it all start?

- R** Watch this lecture by Professor Robbie Shilliam: <https://youtu.be/PKL5f-FtrKM>
- R** Bhambra, Gurminder K. 2021. "Colonial global economy: towards a theoretical reorientation of political economy." *Review of International Political Economy* 28 (2): 307–322.
- R** Strange, Susan. 1999. "The Westfailure system." *Review of International Studies* 25 (3): 345–354.
- S** Fajgelbaum, Pablo D. and Khandelwal, Amit K. 2016. "Measuring the Unequal Gains from Trade." *Quarterly Journal of Economics* 131 (3): 1113–1180.
- E** Visualizing centuries of global trade

### Day 4 (Thursday, September 9)

What explains preferences over trade? How can quantitative social science research help distinguish between competing explanations?

- R** Mutz, Diana C. 2021. "How How Americans Think About Trade: Winners, Losers, and the Psychology of Globalization." *Foreign Affairs*.
- S** Mutz, Diana C. and Lee, Amber Hye-Yon. 2020. "How Much is One American Worth? How Competition Affects Trade Preferences." *American Political Science Review* 114 (4): 1179–1194.
- S** Scheve, Kenneth F. and Slaughter, Matthew J. 2001. "What Determines Individual Trade Policy Preferences?" *Journal of International Economics* 54 (2): 267–292.
- S** Rho, Sungmin and Tomz, Michael. 2017. "Why Don't Trade Preferences Reflect Economic Self-Interest?" *International Organization* 71 (S1): S85–S108.
- S** Guisinger, Alexandra. 2016. "Information, Gender, and Differences in Individual Preferences for Trade." *Journal of Women, Politics & Policy* 37 (4): 538–561.
- S** Brutger, Ryan and Guisinger, Alexandra. 2021. "Labor Market Volatility, Gender, and Trade Preferences." *Journal of Experimental Political Science*
- S** Podcast: <https://www.cfr.org/podcasts/what-americans-really-think-about-trade-conversation-alexand>

### Day 5 (Tuesday, September 14)

Who gets to have a say in policy-making? The role of political institutions.

- R** Chapters 5 and 13 in Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. 2018. *Principles of Comparative Politics*. Thousand Oaks, CA: CQ Press.
- E** Tutorial on data visualization

### Day 6 (Thursday, September 16)

What explains trade policy? Society & State.

- R** Milner, Helen V. and Kubota, Keiko. 2005. "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (1): 107–143.

- S** Grossman, Gene M. and Helpman, Elhanan. 1994. "Protection for Sale." *American Economic Review* 84 (4): 833–850.
- S** Schattschneider, E. E. 1948. "Pressure Groups versus Political Parties." *The Annals of the American Academy of Political and Social Science* 259:17–23.
- S** Episode 91 of *Trade Talks*
- S** Guisinger, Alexandra. 2009. "Determining Trade Policy: Do Voters Hold Politicians Accountable?" *International Organization* 63 (3): 533–557.
- S** Bearce, David H and Moya, Samantha L. 2020. "Why is the Mass Public Not More Supportive of Free Trade? Evidence from the United States." *International Studies Quarterly*.
- S** Singh, JP. 2020. "Race, culture, and economics: an example from North-South trade relations." *Review of International Political Economy*.
- E** Reading quantitative social science research

### Day 7 (Tuesday, September 21)

When does trade lead to growth?

- R** Goldstein, Judith L., Rivers, Douglas, and Tomz, Michael. 2007. "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61 (1): 37–67.
- S** Episode 11 of *Trade Talks*
- S** Rose, Andrew K. 2004. "Do We Really Know That the WTO Increases Trade?" *American Economic Review* 94 (1): 98–114.
- S** Tomz, Michael, Goldstein, Judith L., and Rivers, Douglas. 2007. "Do We Really Know That the WTO Increases Trade? Comment." *American Economic Review* 97 (5): 2005–2018.

### Day 8 (Thursday, September 23)

Which political institutions facilitate trade and development? The role of regional trade agreements.

- R** Chacha, Mwita and Adil Nussipov. Forthcoming. "Preference Heterogeneity and the Depth of Regional Integration." *Journal of Common Market Studies*.
- S** Baccini, Leonardo, Dür, Andreas, and Elsig, Manfred. Forthcoming. "The Politics of Trade Agreement Design: Revisiting the Depth–Flexibility Nexus." *International Studies Quarterly*.
- E** Q&A with Professor Mwita Chacha, University of Birmingham, UK (<https://www.birmingham.ac.uk/staff/profiles/gov/chacha-mwita.aspx>)

### Day 9 (Tuesday, September 28)

How do trade agreements work?

- R** Simulation brief (on Canvas)
- R** Rodrik, Dani. 2018b. "What Do Trade Agreements Really Do?" *Journal of Economic Perspectives* 32 (2): 73–90.
- S** Episode 34 of *Trade Talks*
- S** Granville, K. (2016). The Trans-Pacific Partnership, Explained. *New York Times*. Online at <http://goo.gl/e4HfI7>.
- S** Deardorff, Alan V. (2016). The Changing Landscape of Trade Negotiations. Summary online at: <http://goo.gl/IIgNDM>.
- S** Owen, Erica. Forthcoming. "Exposure to Offshoring and the Politics of Trade Liberalization: Debate and Votes on Free Trade Agreements in the US House of Representatives, 2001–2006." *International Studies Quarterly*.

- S** Spilker, Gabriele, Bernauer, Thomas, and Umana, Victor. 2018. "What Kinds of Trade Liberalization Agreements Do People in Developing Countries Want?" *International Interactions*.
- S** Allee, Todd and Lugg, Andrew. 2016. "Who wrote the rules for the Trans-Pacific Partnership?" *Research & Politics* 3 (3).
- S** "How interest groups influence public opinion: Arguments matter more than the sources." 2019. *European journal of political research* 58 (2): 514–535.
- E** Trade agreement negotiation

## Day 10 (Thursday, September 30)

How do trade agreements handle conflicts? Dispute settlement.

- R** CFR Backgrounder: How Are Trade Disputes Resolved? <https://www.cfr.org/backgrounder/how-are-trade-disputes-resolved>
- S** Yildirim, Aydin B. et al. 2018. "The internationalization of production and the politics of compliance in WTO disputes." *The Review of International Organizations* 13 (1): 49–75.
- S** Bechtel, Michael M. and Sattler, Thomas. 2015. "What Is Litigation in the World Trade Organization Worth?" *International Organization* 69 (2): 375–403.
- S** Wellhausen, Rachel L. 2016. "Recent Trends in Investor–State Dispute Settlement." *Journal of International Dispute Settlement* 7 (1): 117–135.
- S** WTO trade dispute gateway: [https://www.wto.org/english/tratop\\_e/dispu\\_e/dispu\\_e.htm](https://www.wto.org/english/tratop_e/dispu_e/dispu_e.htm).
- E** Short presentations on trade disputes.

## Day 11 (Tuesday, October 5)

Can trade be fair and sustainable?

- R** Kolcava, Dennis, Nguyen, Quynh, and Bernauer, Thomas. 2019. "Does trade liberalization lead to environmental burden shifting in the global economy?" *Ecological Economics* 163:98–112.
- S** Brandi, Clara et al. 2020. "Do environmental provisions in trade agreements make exports from developing countries greener?" *World Development* 129.
- S** Morin, Jean-Frédéric and Jinnah, Sikina. 2018. "The untapped potential of preferential trade agreements for climate governance." *Environmental Politics* 27 (3): 541–565.
- S** Bayer, Patrick and Urpelainen, Johannes. 2016. "It Is All about Political Incentives: Democracy and the Renewable Feed-in Tariff." *Journal of Politics* 78 (2): 603–619.
- S** Archer, Candace and Fritsch, Stefan. 2010. "Global fair trade: Humanizing globalization and reintroducing the normative to international political economy." *Review of International Political Economy* 17 (1): 103–128.
- S** Bastiaens, Ida and Postnikov, Evgeny. 2020. "Social standards in trade agreements and free trade preferences: An empirical investigation." *The Review of International Organizations* 15 (4): 793–816.
- S** Mosley, Layna and Uno, Saika. 2007. "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." *Comparative Political Studies* 40 (8): 923–948.
- S** Greenhill, Brian D., Mosley, Layna, and Prakash, Aseem. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986–2002." *American Political Science Review* 103 (4): 669–690.

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### Day 12 (Thursday, October 7)

What is the international monetary system and how is it organized?

- R** Chapter 1 in Frieden, Jeffrey A. 2016. *Currency Politics: The Political Economy of Exchange Rate Policy*. Princeton, NJ: Princeton University Press.
- S** Episode 71 of *Trade Talks*
- S** Episode 95 of *Trade Talks*
- S** Broz, J. Lawrence. 1997. "The domestic politics of international monetary order: the gold standard." In *Contested Social Orders and International Politics*, ed. by Skidmore, David, 53–91. Nashville, KY: Vanderbilt University Press.

### Day 13 (Tuesday, October 12)

*Workshop:* How to write a strong research paper.

- R** Farrell, Henry. 2010. "Good Writing in Political Science: An Undergraduate Student's Short Illustrated Primer." URL: [http://www.henryfarrell.net/pol\\_science\\_essays.pdf](http://www.henryfarrell.net/pol_science_essays.pdf)
- E** Identify three best practices from this primer.

### Day 14 (Thursday, October 14)

What explains monetary policy? Answers from society.

- R** Scheve, Kenneth. 2004. "Public Inflation Aversion and the Political Economy of Macroeconomic Policymaking." *International Organization* 58 (1): 1–34.
- S** Bearce, David H. and Tuxhorn, Kim-Lee. 2017. "When Are Monetary Policy Preferences Egocentric? Evidence from American Surveys and an Experiment." *American Journal of Political Science* 61 (1): 178–193.
- S** Aklin, Michaël, Arias, Eric, and Gray, Julia. "Inflation concerns and mass preferences over exchange-rate policy." *Economics & Politics*.
- S** Haffert, Lukas, Redeker, Nils, and Rommel, Tobias. "Misremembering Weimar: Hyperinflation, the Great Depression, and German collective economic memory." *Economics & Politics*.
- E** Content analysis of inflation coverage.

### Day 15 (Thursday, October 21)

What explains monetary policy? Central banks and political institutions.

- E** Research central bank independence across the world using the CBI data by Ana Carolina Garriga, available at <https://sites.google.com/site/carogarriga/cbi-data-1>
- S** Garriga, Ana Carolina. 0000. "Central Bank Independence in the World: A New Data Set." *International Interactions* 0 (0): 1–20.
- S** Bodea, Cristina and Hicks, Raymond. 2015. "Price Stability and Central Bank Independence: Discipline, Credibility, and Democratic Institutions." *International Organization* 69 (1): 35–61.
- S** Bodea, Cristina and Higashijima, Masaaki. 2017. "Central Bank Independence and Fiscal Policy: Can the Central Bank Restrain Deficit Spending?" *British Journal of Political Science* 47 (1): 47–70.

- S** Cukierman, Alex, Webb, Steven B., and Neyapti, Bilin. 1992. "Measuring the Independence of Central Banks and Its Effect on Policy Outcomes." *World Bank Economic Review* 6 (3): 353–398.
- S** Agoba, Abel Mawuko et al. 2020. "Do Independent Central Banks Exhibit Varied Behaviour in Election and Non-Election Years?: The Case of Fiscal Policy in Africa." *Journal of African Business* 21 (1): 105–125.
- S** Kern, Andreas, Reinsberg, Bernhard, and Rau-Göhring, Matthias. 2019. "IMF conditionality and central bank independence." *European Journal of Political Economy* 59:212–229.
- S** Dafe, Florence. 2019. "The Politics of Finance: How Capital Sways African Central Banks." *The Journal of Development Studies* 55 (2): 311–327.
- S** Agoba, Abel Mawuko et al. 2019. "Central bank independence, elections and fiscal policy in Africa." *International Journal of Emerging Markets* 14 (5): 809–830.
- S** Garriga, Ana Carolina and Rodriguez, Cesar M. 2020. "More effective than we thought: Central bank independence and inflation in developing countries." *Economic Modelling* 85:87–105.

## Day 16 (Tuesday, October 26)

Monetary Crises: How do governments respond, and what have they learned from them past?

- R** Walter, Stefanie. 2016. "Crisis Politics in Europe: Why Austerity Is Easier to Implement in Some Countries Than in Others." *Comparative Political Studies* 49 (7): 841–873.
- S** Frieden, Jeffrey A. and Walter, Stefanie. 2017. "Understanding the Political Economy of the Eurozone Crisis." *Annual Review of Political Science* 20 (1): 371–390.
- S** Drezner, Daniel W. and McNamara, Kathleen R. 2013. "International Political Economy, Global Financial Orders and the 2008 Financial Crisis." *Perspectives on Politics* 11 (1): 155–166.
- S** Limberg, Julian. 2019. "Tax the rich? The financial crisis, fiscal fairness, and progressive income taxation." *European Political Science Review* 11 (3): 319–336.
- S** Ahlquist, John, Copelovitch, Mark, and Walter, Stefanie. 2020. "The Political Consequences of External Economic Shocks: Evidence from Poland." *American Journal of Political Science* 64 (4): 904–920.
- S** Chapter 8 in Balaam, David N. and Dillman, Bradford. 2018. *Introduction to International Political Economy*. New York, NY: Routledge.
- S** Corsetti, Giancarlo, Pesenti, Paolo, and Roubini, Nouriel. 1999. "What caused the Asian currency and financial crisis?" *Japan and the World Economy* 11 (3): 305–373.
- S** Jones, Erik, Kelemen, R. Daniel, and Meunier, Sophie. 2016. "Failing Forward? The Euro Crisis and the Incomplete Nature of European Integration." *Comparative Political Studies* 49 (7): 1010–1034.
- S** Clark, William Roberts and Hallerberg, Mark. 2000. "Mobile Capital, Domestic Institutions, and Electorally Induced Monetary and Fiscal Policy." *American Political Science Review* 94 (2): 323–346.
- S** Stiglitz, Joseph E. 2009. "The Anatomy of a Murder: Who Killed America's Economy?" *Critical Review* 21 (2-3): 329–339.
- S** White, Lawrence H. 2008. "How Did We Get Into This Financial Mess?" *Cato Briefing Paper* 110.
- S** Begg, Iain. 2009. "Regulation and Supervision of Financial Intermediaries in the EU: The Aftermath of the Financial Crisis." *Journal of Common Market Studies* 47 (5): 1107–1128.
- S** Scharpf, Fritz W. 2011. "Monetary Union, Fiscal Crisis and the Preemption of Democracy." *LSE 'Europe in Question' Discussion Paper Series* 36 ().
- S** Obstfeld, Maurice and Taylor, Alan M. 2017. "International Monetary Relations: Taking Finance Seriously." *Journal of Economic Perspectives* 31 (3): 3–28.

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### Day 17 (Thursday, October 28)

Multilateral money: World Bank and IMF.

Briefing with Ms. Li Lou (World Bank Group)

Special location: Pfahler 210

- R** Excerpt from: Moore, John Allphin and Pubantz, Jerry. 2017. *The New United Nations: International Organization in the Twenty-First Century*. New York, NY: Routledge.
- R** Bretton Woods Project. 2019. "What are the main criticisms of the World Bank and IMF?" URL: <https://www.brettonwoodsproject.org/wp-content/uploads/2019/06/Common-Criticisms-FINAL.pdf>.
- S** Milner, Helen V. 2006. "Why Multilateralism? Foreign aid and domestic principal-agent problems." In *Delegation and Agency in International Organizations*, ed. by Hawkins, D.G. et al. Political Economy of Institutions and Decisions. New York, NY: Cambridge University Press.
- S** Milner, Helen V. and Tingley, Dustin. 2013. "The choice for multilateralism: Foreign aid and American foreign policy." *The Review of International Organizations* 8 (3): 313–341.

### Day 18 (Tuesday, November 2)

How do the IFIs work with client countries?

- R** At home and before class, view the film *Our Friends at the Bank* (Peter Chappell, 1997)
- R** In class, we will watch excerpts from the film *Bamako* (Abderrahmane Sissako, 2007)

### Day 19 (Thursday, November 4)

Can there be a kinder, gentler World Bank and IMF? What would it look like?

- R** Kentikelenis, Alexander E., Stubbs, Thomas H., and King, Lawrence P. 2016. "IMF conditionality and development policy space, 1985–2014." *Review of International Political Economy* 23 (4): 543–582.
- S** Babb, Sarah L. and Kentikelenis, Alexander E. 2018. "International financial institutions as agents of neoliberalism." In *The SAGE Handbook of Neoliberalism*, 16–27. Thousand Oaks, CA: SAGE Publications.

### Day 20 (Tuesday, November 9)

Why do countries give foreign aid?

- R** Baker, Andy. 2015. "Race, Paternalism, and Foreign Aid: Evidence from U.S. Public Opinion." *American Political Science Review* 109 (1): 93–109.
- S** Alesina, Alberto and Dollar, David. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5 (1): 33–63.
- S** Singh, JP. 2020. "Race, culture, and economics: an example from North-South trade relations." *Review of International Political Economy*.
- S** Milner, Helen V. and Tingley, Dustin H. 2010. "The political economy of US foreign aid: American legislators and the domestic politics of aid." *Economics & Politics* 22 (2): 200–232.
- S** Watch this lecture by Professor Alexandra Guisinger: <https://youtu.be/KS15lnq-no4>



- S** Bayram, A. Burcu and Holmes, Marcus. 2020. "Feeling their pain: affective empathy and public preferences for foreign development aid." *European Journal of International Relations* 26 (3): 820–850
- S** Bermeo, Sarah. 2018. "Development, self-interest, and the countries left behind". URL: <https://www.brookings.edu/blog/future-development/2018/02/07/development-self-interest-and-the-countries-left-behind/>

### Day 21 (Thursday, November 11)

Are the "new" donors different from the old ones? China, the AIIB, and private donors.

- R** Kaya, Ayse, Kilby, Christopher, and Kay, Jonathan. 2021. "Asian Infrastructure Investment Bank as an instrument for Chinese influence? Supplementary versus remedial multilateralism." *World Development* 145.
- R** Dreher, Axel et al. 2018. "Apples and Dragon Fruits: The Determinants of Aid and Other Forms of State Financing from China to Africa." *International Studies Quarterly* 62 (1): 182–194.
- S** Fuchs, Andreas and Vadlamannati, Krishna Chaitanya. 2013. "The Needy Donor: An Empirical Analysis of India's Aid Motives." *World Development* 44:110–128.
- S** Fuchs, Andreas and Öhler, Hannes. 2021. "Does private aid follow the flag? An empirical analysis of humanitarian assistance." *The World Economy* 44 (3): 671–705.
- S** Duncan, Thomas K. 2019. "Potential Pitfalls in Private Aid: A Cautionary Note for Non-Governmental Assistance." In *Lessons on Foreign Aid and Economic Development: Micro and Macro Perspectives*, ed. by Dutta, Nabamita and Williamson, Claudia R., 225–244. Springer International Publishing.
- S** Barta, Zsófia and Johnston, Alison. 2018. "Rating Politics? Partisan Discrimination in Credit Ratings in Developed Economies." *Comparative Political Studies* 51 (5): 587–620.
- S** Watkins, Mitchell. 2021. "Undermining conditionality? The effect of Chinese development assistance on compliance with World Bank project agreements." *The Review of International Organizations*.

### Day 22 (Tuesday, November 16)

What are the effects of foreign aid on politics?

- R** Zvobgo, Kelebogile and Graham, Benjamin A.T. 2020. "The World Bank as an Enforcer of Human Rights." *Journal of Human Rights* 19 (4): 425–448.
- S** Carnegie, Allison and Marinov, Nikolay. 2017. "Foreign Aid, Human Rights, and Democracy Promotion: Evidence from a Natural Experiment." *American Journal of Political Science* 61 (3): 671–683.
- S** Easterly, William. 2003. "Can Foreign Aid Buy Growth?" *Journal of Economic Perspectives* 17 (3): 23–48.
- S** Edgell, Amanda B. 2017. "Foreign aid, democracy, and gender quota laws." *Democratization* 24 (6): 1103–1141.
- S** Knack, Stephen. 2004. "Does Foreign Aid Promote Democracy?" *International Studies Quarterly* 48 (1): 251–266.



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### Day 23 (Thursday, November 18)

Who attracts foreign direct investment, and what are its effects?

- R** Andrews, Sarah, Leblang, David, and Pandya, Sonal S. 2018. "Ethnocentrism reduces foreign direct investment." *The Journal of Politics* 80 (2): 697–700.
- S** Strange, Susan. 1992. "States, firms and diplomacy." *International Affairs* 68 (1): 1–15.
- S** Watch this lecture by Professor Sonal Pandya: <https://youtu.be/4je2yqALWNI>
- S** Jensen, Nathan M. 2003. "Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment." *International Organization* 57 (3): 587–616.
- S** Jensen, Nathan M. and Rosas, Guillermo. 2007. "Foreign Direct Investment and Income Inequality in Mexico, 1990–2000." *International Organization* 61 (3): 467–487.

### Day 24 (Tuesday, November 23)

The global politics of taxation: is there a race to the bottom?

- R** Strange, Susan. 1997. "The erosion of the state." *Current History* 96 (613): 365.
- R** Scheve, Kenneth and Stasavage, David. 2010. "The Conscription of Wealth: Mass Warfare and the Demand for Progressive Taxation." *International Organization* 64 (4): 529–561.
- R** Plümpner, Thomas, Troeger, Vera E., and Winner, Hannes. 2009. "Why is There No Race to the Bottom in Capital Taxation?" *International Studies Quarterly* 53 (3): 761–786.
- S** Ezrow, Lawrence and Hellwig, Timothy. 2014. "Responding to Voters or Responding to Markets? Political Parties and Public Opinion in an Era of Globalization." *International Studies Quarterly* 58 (4): 816–827.
- E** G20 tax policy negotiation.

### Day 25 (Tuesday, November 30)

The politics of migration and international finance: Remittances

- R** Sengupta, S. (2016). What Poor Nations Need to Get By: Money From Migrants. *New York Times*. URL: <http://goo.gl/6zdvvzK>.
- R** Burgess, Katrina. 2012. "Migrants, remittances, and politics: Loyalty and voice after exit." *Fletcher Forum of World Affairs* 36 (1): 43–55.
- S** Brown, Stuart S. 2006. "Can Remittances Spur Development? A Critical Survey." *International Studies Review* 8 (1): 55–76.
- S** Adida, Claire L. and Girod, Desha M. 2011. "Do migrants improve their hometowns? Remittances and access to public services in Mexico, 1995–2000." *Comparative Political Studies* 44 (1): 3–27.
- S** Easterly, William and Nyarko, Yaw. 2008. "Is the brain drain good for Africa?" *Brookings Global Economy and Development Working Paper* 19.
- S** Adams, Richard H. and Page, John. 2005. "Do International Migration and Remittances Reduce Poverty in Developing Countries?" *World Development* 33 (10): 1645–1669.
- S** Abdih, Yasser et al. 2012. "Remittances and Institutions: Are Remittances a Curse?" *World Development* 40 (4): 657–666.

- S** Singer, David Andrew. 2010. "Migrant Remittances and Exchange Rate Regimes in the Developing World." *American Political Science Review* 104 (2): 307–323.
- S** Bermeo, Sarah Blodgett and Leblang, David. 2015. "Migration and Foreign Aid." *International Organization* 69 (3): 627–657.
- S** Leblang, David. 2010. "Familiarity Breeds Investment: Diaspora Networks and International Investment." *American Political Science Review* 104 (3): 584–600.
- E** Infographic tutorial with DLA Fellow Jane Walker.

## **Day 26 (Thursday, December 2)**

Globalization vs. regulation: illicit markets

- R** During class, we will watch excerpts from the film *Virunga* (Orlando von Einsiedel, 2014)
- S** Andreas, Peter. 2011. "Illicit Globalization: Myths, Misconceptions, and Historical Lessons." *Political Science Quarterly* 126 (3): 403–425.

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## Conclusions

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### Day 27 (Tuesday, December 7)

Short presentations of research projects

- R** Prepare a 2-minute pitch of your project, focusing on the main take-away as featured in your infographic & op-ed.

### Day 28 (Thursday, December 9)

Revisiting the backlash against globalization: can globalization and democracy co-exist?

- R** Milner, Helen V. 2021. "Is Global Capitalism Compatible with Democracy? Inequality, Insecurity, and Interdependence." *International Studies Quarterly*.
- R** Copelovitch, Mark, Hobolt, Sara B., and Walter, Stefanie. 2019. "Challenges to the contemporary global order. Cause for pessimism or optimism?" *Journal of European Public Policy*.
- S** Rodrik, Dani. 2018a. "Populism and the economics of globalization." *Journal of International Business Policy* 1 (1): 12–33.
- S** Walter, Stefanie. 2021. "The Backlash Against Globalization." *Annual Review of Political Science* 24 (1): 421–442.