



POL 359: International Political Economy

Spring 2020 / TTh 1:30–2:45pm / Bomberger 202
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Course website: <http://www.jkarreth.net/pol359-s20.html>

This is the emergency syllabus for our move to remote learning during COVID-19.

Important: your physical and mental health during this challenging time take priority. If you are dealing with illness, sick family members, unreliable internet, increased anxiety, childcare challenges, or any other issue, then please let me know and we will work out accommodations so that you can still reach all the goals of this course.

Course adjustments for remote learning

Following our virtual discussion on March 19, we are making the following adjustments:

Book

The textbook is available to all students via the ebook provider Kortext; every student received an email from Kortext with access details. All other readings are already on Canvas.

Class format

We use the following format for classes:

- Each class day (see syllabus below) has an assigned topic and materials (readings, videos, etc.). You can do your coursework and contributions when you have time, but try to finish it by the end of a class day.
- For the first week after spring break, we stop the pre-tests before each class.
- On class day, you can participate in two ways:
 1. Respond to discussion questions on the discussion board during the day.

- 2. Join a virtual meeting (Canvas conference or Zoom) **from 2:00-2:45pm on class days** and respond to the same discussion questions as on the board, but in real time. I will rotate between breakout groups.
- Research projects continue, with feedback via Canvas and individual virtual meetings with me each week.

Student hours

You can meet with me daily via phone or videochat; please find my available times at calendly.com/jkarreth_ursinus and my contact details on Canvas. *I would like to speak, at least briefly, to each student individually at least once per week. This is part of your participation grade.*

Assignments

In-class participation (10% of your course grade) Instead of participating, your participation will be graded based on:

- Responding to discussion questions on the discussion board during the day. For credit, the responses must move the discussion forward (no "I agree with the poster above."), **or**
- Joining a breakout group in a virtual meeting (Canvas conference or Zoom) and responding to the same discussion questions as on the board, but in real time.

Weekly pre-tests (20% of your course grade) Upon further notice, we suspend pre-tests. Your grades for pre-tests for the semester is based on the pre-tests taken so far.

Research project (50% of your course grade) The research project continues with adjusted deadlines. You receive feedback from me on Canvas and we will discuss your progress in our virtual meeting each week. The remaining article presentations will be given via recorded video-lectures; information on this tool will be provided on Canvas.

Final exam, written and oral version (20% of your course grade) The final exam remains a take-home exam that you can complete using all the materials available to you (with proper citation). You have 48 hours to complete the exam, from May 5 to May 8.

Other concerns

- It is most important to me that you know that I'm available to talk about class or other concerns each day for the rest of the semester. My contact details are on Canvas.
- To share any quick news items relevant to IPE, any questions, pictures of your pets, news items, etc., we are using a GroupMe group chat.
- If you face immediate needs, please know that the Bear2Bear Student Emergency Fund continues to support students. Ask me for more information.
- We will continue to use deadlines for assignments, and I ask you to do classwork for the day on which it is assigned. However, I understand that circumstances may lead some students to be unable to complete work on time. We will discuss the need to accommodate late work or flexible deadlines in our individual virtual meetings each week.

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*) are prominently featured in public debates in the United States and abroad. These interactions have a profound impact on the wealth of a country, economic activities of businesses and individuals, and the general population's living conditions. In this course, we will use social-scientific 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 immigration have shaped and continue 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, participants should be able to:

- 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.
- Use 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.

Materials

Book

One full book is required for this seminar and available at the Ursinus bookstore and other sources:

- Oatley, T. 2012/2019. *International Political Economy*. 5th or 6th edition. Boston: Longman (5th) / New York: Routledge (6th).

The Ursinus campus bookstore store carries the 6th edition of this book. Students can also use the 5th edition of this book, which is available online as a used copy for \$5-\$10.

Podcast

The *Trade Talks* podcast has been discussing key issues in International Political Economy in over 100 short, accessible episodes. You should pick a few episodes to listen to each week and also listen to each new episode, which we'll discuss in class. All episodes can be found at <https://www.tradetalkspodcast.com/>. The site also contains links to subscribe to the podcast on your smartphone.

Scholarly journal articles and book chapters

All other required and suggested readings (articles and book chapters/excerpts) will be posted on Canvas. Students should download them at the beginning of the semester. Use a reference management tool such as Zotero to organize readings these readings for your research projects.

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 two weeks of class (no later than Thursday, February 6) so that I can learn more about you and your interests related to this seminar.

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)

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. Not attending class will result in a failing grade.

What you should know about this class

This is a highly interactive and fast-paced course. **You need to schedule at least 10^a 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 every weekday for deadlines and assignments.** The 10 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.

^aThe number of 10 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 miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for illness, emergencies, and planned absences. Three absences reduce your overall course grade by a half-letter grade. Four or more absences result in a failing grade. For the purpose of your grade, there is no difference between "excused" and "unexcused" absences. **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, notify the Ursinus Institute for Student Success to request accommodations for this course. Contact the Director of Disability Services, Dr. Dolly Singley, at dsingley@ursinus.edu or 610-409-3472.

2. In-class participation (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 to succeed in this course. Participation is graded based on (1) your contributions in class and (2) short informal writing assignments in class. Grades are based on the rubric below:

- No credit: No spoken contributions to class at all.
- Partial credit: Minimal participation; submits 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 doing work to make class discussions more collaborative and constructive, as well as encouraging others to participate by posing interesting questions and identifying key areas of variation or agreement.

Safety valve: You may choose to not participate on a day (or be absent that day) without penalty for two days without losing any points.

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

At the beginning of each week (by the end of Monday), online tests will check on your comprehension of the material in the assigned reading for that week (both Tuesday and Thursday). These tests will take about 30-60 minutes and will consist of multiple choice and short answer questions. 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 koala by the end of Thursday, January 23, to earn one bonus point on the first pre-test of the semester.*

Safety valve: I will 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 a topic in one of the three main topics of the course (markets, money, or migration). This project comes in several steps. Altogether, the project allows students to develop and use a political economy framework to analyze a current international issue. 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).

1. You apply for their topic (from a list of available choices) on Canvas by January 31 (required)
2. You prepare a written summary of a research article on your topic (assigned by me) and present the article to the class (schedule on Canvas; 10% of your course grade).

3. You write up your research in a first and second, final version of your analytical research paper (due dates on Canvas based on paper topics; 30% of your course grade).
4. You summarize your research in an infographic for a broader audience (due on May 6; 10% of your course grade)

Safety valve: You will receive feedback and a roadmap for improvement for the first draft of your analytical research paper. Your final paper grade is based on the quality of the second, final draft and the improvement from the first draft.

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

All students take a written final take-home exam. Students have 48 hours to complete the exam. It is due on Friday, May 8. 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.

In-class participation	10%	A	100 - 93.0	C+	79.999 - 77.0
Weekly pre-tests	20%	A-	92.999 - 90.0	C	76.999 - 73.0
Research project	(50%)	B+	89.999 - 87.0	C-	72.999 - 70.0
Application for topic	required	B	86.999 - 83.0	D+	69.999 - 67.0
Article summary & presentation	10%	B-	82.999 - 80.0	D	66.999 - 63.0
Research paper	30%			D-	62.999 - 60.0
Infographic	10%			F	59.999 - 0
Final exam	20%				

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 5 points for every calendar day the assignment is submitted after the due date.

Course policies and resources

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 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 the instructor with the student's 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 penalties as specified above, regardless of the reason for absence or late submission. However, please take advantage of the **safety valves** noted above.

Electronic devices in the classroom. Laptops and tablets are allowed for note-taking only. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."^{1,2,3} 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.

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

²Carter, 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/75xH1m>)

³Dynarski, 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 specific use from Tech Support.⁴

Basic needs security If you are facing challenges securing food or housing and believe this may affect your performance in this course, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. Please also be aware of the Bear2Bear fund, which has been established by donors to the college and 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/. 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.

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

⁴Parts 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 <http://www.jkarreth.net/pol359-s20.html> 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** reading to complete before today's class.

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

Q lists a **question** to consider when preparing for today's meeting and completing the assigned readings.

Introduction

Day 1 (Thursday, January 23)

Markets, money, and migration — and how they affect you.

R this syllabus.

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

S Guisinger, Alexandra. 2009. "Determining Trade Policy: Do Voters Hold Politicians Accountable?" *International Organization* 63 (3): 533–557.

S Margalit, Yotam. 2011. "Costly Jobs: Trade-related Layoffs, Government Compensation, and Voting in U.S. Elections." *American Political Science Review* 105 (1): 166–188.

S Autor, David, David Dorn, and Gordon Hanson. The China Trade Shock. URL: <http://chinashock.info>.

S Dean, Adam. 2018. "NAFTA's Army: Free Trade and US Military Enlistment." *International Studies Quarterly* 62 (4): 845–856

S Baker, Andy. 2015. "Race, Paternalism, and Foreign Aid: Evidence from U.S. Public Opinion." *American Political Science Review* 109 (1): 93–109

S Mayda, Anna Maria. 2008. "Why are people more pro-trade than pro-migration?" *Economics Letters* 101 (3): 160–163

Q Which of the three topics seems to be most salient to people you know, and why?

Day 2 (Tuesday, January 28)

How can we make sense of economic interactions between people?

R Oatley, Chapter 1.

R Chapter 1 in Sobel, Andrew C. 2012. *International Political Economy in Context*. Washington, D.C.: CQ Press (on Canvas).

Q What are the assumptions of scarcity, political survival, and rationality? What is rational choice? What is a theoretical model? What is a dependent variable?

Markets: The Politics of International Trade

Day 3 (Thursday, January 30)

How is international trade organized?

- R** Oatley, Chapter 2.
- S** Mansfield, Edward D. and Milner, Helen V. 1999. "The New Wave of Regionalism." *International Organization* 53 (3): 589–627.
- S** Dearnorff, Alan V. and Stern, Robert M. 2002. "What You Should Know About Globalization and the World Trade Organization." *Review of International Economics* 10 (3): 404–423.
- S** Krugman, Paul R. 1993. "What Do Undergrads Need to Know About Trade?" *American Economic Review* 83 (2): 23–26.

Day 4 (Tuesday, February 4)

Why trade?

- R** Oatley, Chapter 3.
- Note that the name of the Heckscher-Ohlin model is misspelled throughout the textbook.
- S** Fajgelbaum, Pablo D. and Khandelwal, Amit K. 2016. "Measuring the Unequal Gains from Trade." *Quarterly Journal of Economics* 131 (3): 1113–1180.

Day 5 (Thursday, February 6)

What explains preferences over trade?

- R** Oatley, Chapter 4.
- 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.
- Q** How do you interpret quantitative social science research?

Day 6 (Tuesday, February 11)

What explains trade policy? Society & State

- R** Oatley, Chapter 5.
- 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*.

Day 7 (Thursday, February 13)

How does trade shape economic and political development? Part I

- R Oatley, Chapter 6.
- 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.
- Q How do you interpret quantitative social science research? Part 2

Day 8 (Tuesday, February 18)

How does trade shape economic and political development? Part II

- R Oatley, Chapter 7.
- R Rodrik, Dani. 2001. "Trading in Illusions." *Foreign Policy*, no. 123: 55–62.
- Q Is Rodrik skeptical of the East Asian example? Or is he trying to correct one particular interpretation of it?

Writing day (Thursday, February 20)

Writing workshop with special guest TBD

Day 9 (Tuesday, February 25)

Case study and simulation: How do countries negotiate and enforce trade agreements?

- R Simulation brief (on Canvas)
- S Episode 34 of *Trade Talks*
- R Granville, K. (2016). The Trans-Pacific Partnership, Explained. *New York Times*. Online at <http://goo.gl/e4HfI7>.
- R Deardorff, Alan V. (2016). The Changing Landscape of Trade Negotiations. Summary online at: <http://goo.gl/IIgNDM>.

Article presentations:

- **Aliya Mollah:** Rogowski (1987)
- **Alexander Dean:** Gallagher (2008)

Day 10 (Thursday, February 27)

Fair and sustainable trade, and the effect of trade on attitudes

- No assigned reading. Work on research projects instead.

Article presentations:

- **Rachel Arthur:** Archer & Fritsch (2010)
- **Annabel Baldy:** Kolcava et al. (2019)
- **Ian Vogt:** Stern (2004)
- **Matt Trainor:** Hobolt (2016)

Money: Monetary Policy, FDI, and Foreign Aid

Day 11 (Tuesday, March 3)

What is the international monetary system?

- R** Oatley, Chapter 10.
- S** Episode 71 of *Trade Talks*
- S** Chapter 1 in Frieden, Jeffrey A. 2016. *Currency Politics: The Political Economy of Exchange Rate Policy*. Princeton, NJ: Princeton University Press.

Day 12 (Thursday, March 5)

How is the international monetary system organized?

- R** Oatley, Chapter 11.
- 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.

Article presentations:

- **John Byrne:** Guillaume & Stasavage (2000)
- **Chase Outcault:** Cooper (2007)

Spring break (Tuesday, March 10)

Spring break (Thursday, March 12)

Extended spring break due to COVID-19 (Tuesday, March 17)

Extended spring break due to COVID-19 (Thursday, March 19)

Day 13 (Tuesday, March 24)

The political economy of the COVID-19 pandemic: how do states respond to this crisis?

- R** Episode 125 of *Trade Talks*. URL: <https://go.ursinus.edu/1hHw8c>. **or** Bown, Chad. 2020. "EU limits on medical gear exports put poor countries and Europeans at risk." URL: <https://go.ursinus.edu/iMJe5w>
- R** Fenner, Sofia. 2020. "State, Regime, Government, and Society in COVID-19 Response: Establishing Baseline Expectations." URL: <https://go.ursinus.edu/8V5fmP> **or** Konneh, Amara M. 2020. "What the West Can Learn From Africa's Ebola Response." URL: <https://go.ursinus.edu/ti4Xtw>

Day 14 (Thursday, March 26)

What explains monetary policy? Answers from society

- R** Oatley, Chapter 12.
- S** Scheve, Kenneth. 2004. "Public Inflation Aversion and the Political Economy of Macroeconomic Policymaking." *International Organization* 58 (1): 1–34.

Article presentation (via video upload):

- **Zach Wright:** Scheve (2004)

Day 15 (Tuesday, March 31)

What explains monetary policy: The state

R Oatley, Chapter 13.

Article presentation (via video upload):

- **Hakan Atillasoy:** Bodea & Higashijima (2015)

Day 16 (Thursday, April 2)

What have governments learned from the Eurocrisis?

- R** 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** 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** 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 ().

Article presentation (via video upload):

- **Parker Wolf:** Walter (2016)

Day 17 (Tuesday, April 7)

Why do countries give foreign aid?

- R** Alesina, Alberto and Dollar, David. 2000. "Who Gives Foreign Aid to Whom and Why?" *Journal of Economic Growth* 5 (1): 33–63.
- 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.
- Q** Identify the key points on targets and motivations of foreign aid.

Day 18 (Thursday, April 9)

What are the effects of foreign aid on politics?

- R** 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.
- S** Zvobgo, Kelebogile and Graham, Benjamin A.T. 2020. "The World Bank as an Enforcer of Human Rights." *Journal of Human Rights*.
- Q** Identify the causal mechanisms through which aid may promote democracy and human rights.

Article presentations (via video upload):

- **Kayla Hofmann:** Kentikelenis et al. (2015)
- **Natalie Ababio:** Detraz & Peksen (2016)

Day 19 (Tuesday, April 14)

How could foreign aid be improved?

- R** Easterly, William and Pfutze, Tobias. 2008. "Where Does the Money Go? Best and Worst Practices in Foreign Aid." *Journal of Economic Perspectives* 22 (2): 29–52.
- S** *If you want to know more, look into the following:* Banerjee and Duflo's *Poor Economics* is an interesting survey of scholars' knowledge about various aspects of poverty (<http://pooreconomics.com>). For a critical review of microcredits, summarizing the concept, read Boudreaux and Cowen, "The Micromagic of Microcredit" (<http://www.jstor.org/stable/10.2307/40262341>). For an argument for increasing foreign aid, read Jeffrey Sachs' *The End of Poverty* (New York: Penguin, 2006). For a critical review of the economics of foreign aid, read Dambisa Moyo's *Dead Aid* (New York: Farrar, Straus and Giroux, 2009).

Day 20 (Thursday, April 16)

The political economy of the coronavirus crisis in the Global South

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International Migration

Day 21 (Tuesday, April 21)

Why do people migrate across borders?

- R** Massey, Douglas S. et al., eds. 1999. *Worlds in Motion: Understanding International Migration at the End of the Millennium: Understanding International Migration at the End of the Millennium*. Oxford University Press.
- Q** Do any of the many theories summarized in this chapter remind you of theoretical approaches to trade and money we have discussed earlier?
- R** Fitzgerald, Jennifer, Leblang, David, and Teets, Jessica C. 2014. "Defying the Law of Gravity: The Political Economy of International Migration." *World Politics* 66, no. 3 (03): 406–445.

Day 22 (Thursday, April 23)

What are political and economic effects of migration in countries of origin?

- R** Sengupta, S. (2016). What Poor Nations Need to Get By: Money From Migrants. *New York Times*. Online at: <http://goo.gl/6zdvzK>.
- 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.
- Q** How do Easterly and Nyarko arrive at their (perhaps) surprising conclusion?
- S** If you'd like to know more, read this example of an empirical study: Adams, Richard H. and Page, John. 2005. "Do International Migration and Remittances Reduce Poverty in Developing Countries?" *World Development* 33 (10): 1645–1669.

Article presentations (via video upload):

- **Araba Ocran:** Leblang (2010)
- **Liam Close:** Guang (2005)

Day 23 (Tuesday, April 28)

Research focus: Can political-economic theories explain migration attitudes?

No virtual class meeting today; use discussion board instead.

- R Watch introductory video (link on Canvas) and take notes at home.
- R Mayda, Anna Maria. 2006. "Who Is Against Immigration? A Cross-Country Investigation of Individual Attitudes toward Immigrants." *Review of Economics and Statistics* 88 (3): 510–530.
- R Hainmueller, Jens and Hiscox, Michael J. 2010. "Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment." *American Political Science Review* 104 (1): 61–84.
- Q What are "economic" factors that explain immigration attitudes? What is the causal mechanism behind them? What are other explanations?

Day 24 (Thursday, April 30)

Why do countries have different migration policies?

- R Boswell, Christina. 2007. "Theorizing Migration Policy: Is There a Third Way?" *The International Migration Review* 41 (1): 75–100.
- S Bearce, David H. and Hart, Andrew F. 2017. "International Labor Mobility and the Variety of Democratic Political Institutions." *International Organization* 71 (1): 65–95.
- S Peters, Margaret E. 2015. "Open Trade, Closed Borders Immigration in the Era of Globalization." *World Politics* 67 (1): 114–154.

Article presentations (via video upload):

- **Carli Heimann:** Peters (2015)
- **Amanda Pawling:** Abou-Chadi (2016)
- **Ryan Gould:** Facchini & Mayda (2009)

Day 25 (Tuesday, May 5)

Migration and international finance

- 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.

Conclusions

Day 26 (Wednesday, May 6)

What is the future of globalization after COVID-19?

- S Oatley, Chapter 16 (6th edition, available on Canvas)
- S 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. 2017. "The great globalisation lie." *Prospect Magazine*. URL: <https://go.ursinus.edu/LTn7Jp>.
- S Rodrik, Dani. 2018. "Populism and the economics of globalization." *Journal of International Business Policy* 1 (1): 12–33.
- S Franzese, Robert J. 2019. *The Comparative and International Political Economy of Anti-Globalization Populism*.

May 6-10

Take-home exams to be completed and due to be submitted by 11:59pm on Sunday, May 10.

Exam week

Oral exams (optional and scheduled individually, conducted via videoconference)