



**POLS 2600: INTRODUCTION TO
INTERNATIONAL POLITICAL ECONOMY
Fall 2021**

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Office Hours: Mondays 3.30 – 5.30 pm, or by appointment, <https://slu.zoom.us/j/730373101>

Class Meetings: Mondays & Wednesdays, 2.10 pm – 3.25 pm, McGannon 260.

COURSE DESCRIPTION AND PREREQUISITES

This is an introductory course on international political economy, which examines the interaction between political and economic phenomena on an international and global scale. The term “international political economy” has been successively associated with the classical international economics of the late eighteenth century, the theory of imperialism of the nineteenth and early twentieth century, the institutional theories during 1960s, and systematic inquiry into the observed international interrelationship of sociopolitical and economic structures and processes since the late 1970s.

The course digs deep into the theoretical and empirical research on international political economy and offers a presentation of major theories and most frequent topics including various perspectives on international political economy, formation of the main structures of international political economy, trade politics, determinants and consequences of international trade, multinational corporations and foreign direct investment, international monetary system, developing countries and international finance, migration, and globalization. In terms of methods, the traditional comparative, historical, and case-study approaches have been increasingly accompanied by theoretical research based on mathematical modeling, statistical testing, and game theory. You can observe this fact in the readings for yourself.

Learning Goals, Objectives, and Outcomes

This course is designed to help you to gain knowledge and understanding on how international political economy works, how the economic relations between states affect domestic and international politics, and how do political relations between states affect domestic and

international economics. The course is designed not just to familiarize you with the literature, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is also to equip you with the analytical tools required to pursue such research.

Upon successful completion of the course, you are expected to be able to:

1. Understand and analyze the key issues in international political economy.
2. Understand the development and evolution of structures of international political economy.
3. Evaluate important perspectives and theories of international political economy in historical and contemporary contexts.
4. Develop comprehensive knowledge of the dynamic relationship between politics and economics globally.
5. Comprehend the political and economic determinants and effects of trade.
6. Explain the use of international organizations such as the International Monetary Fund (IMF), the World Bank, World Trade Organization (WTO), and regional organizations such as the European Union and United States–Mexico–Canada Agreement (USMCA – former NAFTA)
7. Explain the relationship between development, trade, FDI, and foreign aid.
8. Critically analyze competing theoretical and empirical arguments regarding the consequences of globalization.
9. Evaluate the future growth potential of regions, nations, and the international system.

COURSE TEXTBOOK

Oatley, Thomas (2018). *International Political Economy, Sixth Edition*. Routledge.

ISBN10: 1138490741. ISBN13: 978-1138490741.

The textbook is available for purchase at the bookstore online retailers, such as Amazon.com.

Various additional readings are also required and will be uploaded on Blackboard (and handed out). Students are encouraged to bring in whatever interesting reading you find for class discussion. The world is dynamic and often has ongoing issues that can help illustrate the topic and as such news articles may be added as needed. Expected topics are listed on the schedule.

The following books are not required for this class, but they are recommended for students who are interested in the wider topic.

Acemoglu, D. and J.A. Robinson (2013) *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishing.

Acemoglu, D. and J.A. Robinson (2019) *The Narrow Corridor: States, Societies, and the Fate of Liberty*. Penguin Press.

Barton, J. H. et al. (2008) *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*. Princeton, N.J.: Princeton University Press.

Bates, R.H. (2018). *The Development Dilemma: Security, Prosperity, and a Return to History*, Princeton, N.J.: Princeton University Press

Collier, P. (2018). *The Future of Capitalism: Facing the New Anxieties*. New York: Harper.

Frieden, Jeffrey (2020) *Global Capitalism: Its Fall and Rise in the Twentieth Century and Its Stumbles in the Twenty-First*. W.W. Norton & Company.

Krugman, P.R. and M. Obstfeld (2003) *International Economics: Theory and Policy*, Boston: Pearson, 6th edition, pp.186-217.

Mansfield, E. D. and H. V. Milner (2012) *Votes, Vetoes, and the Political Economy of International Trade Agreements*, Princeton, N.J.: Princeton University Press.

Odell, J. ed. (2006) *Negotiating Trade, Developing Countries and the Trade Negotiation Process*. Cambridge University Press.

Roberts, J.T., A.B. Hite, and N. (2015) *The Globalization and Development Reader, Perspectives on Development and Global Change*, Wiley Blackwell, 2nd edition.

Rodrik, D. (2012) *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton & Company.

Rodrik, D. (2008) *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press.

Scheve, K. and D. Stasavage (2016). *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe*, Princeton, N.J.: Princeton University Press

Stiglitz, J.E. (2017) *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. W.W. Norton & Company.

COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS

Course Organization

The class will meet twice a week, on Mondays and Wednesdays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas and/or Email. Therefore, I suggest you to check the POLS 2600 tab on your Canvas pages and emails every day to see if there are any changes.

The 28 separate lectures for this course are packed over a relatively short time period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 2600 (least of all the course number). But hopefully you'll remember some key lessons. My strategy is to teach the course

with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

Readings

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

The course will also refer to several movies, documentaries, and short video clips regarding important historical events to illustrate in more dramatic fashion some key lessons.

Main Text: Each week will include one or two chapters from Oatley. The chapters provide a general introduction to the topics and introduce theories of international political economy.

Debate Issues / Opinion Pieces

Starting with Topic 3 (Review of the Multilateral Trade System), you will receive debate issues before the start of the particular topic. You need to write a 500-750 word long opinion piece / response on at least 2 of the 10 topics (the last topic you will receive a debate issue is Ongoing Debates and Controversies in IPE) throughout the semester and submit it via email or Canvas before the corresponding topic starts. The start of the corresponding topic can be a Monday or a Wednesday. I will let you know the due date of the opinion pieces when I give you the debate issues, but you are also responsible for paying attention to when the topic starts. Any opinion pieces you send after the second one will count towards extra credit. Your opinion piece should provide a clearly reasoned statement of your opinion on the issue. You are highly encouraged to use the weekly readings or outside sources to support your arguments. You will find that these debate issues will come up in our lectures. This is also an opportunity for you think about alternative worldviews and reflect on how your personal experiences affect and are affected by global political economic processes. Regardless of you send an opinion piece or not on a particular topic, you are expected to join the conversation in the class when they come up, so it is imperative that you spend some time thinking about them even if you do not send an opinion piece.

News of the World

Keeping up with the news will reinforce what you learn in class and provide more examples of IPE issues. Starting on September 13, we will start the Monday classes by discussing current international events and news. 2-3 students will be assigned to give a joint presentation on current events related to International Relations and International Political Economy. Assigned students will introduce a news material to the class and brief the class about why the news item is

important and how is it relevant to the rest of the world, citing the sources from where they obtained the information. Finally, they will provide a question (or two) for the class to discuss at the end of their presentations. Presentations will be at most 6 minutes long, followed by a 3-minute discussion. You should send me your preferred dates (and preferred presentation partners, if you have any) by September 6 to ensure timely scheduling of the presentations.

Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, CNN, The Economist, Euronews, The Financial Times, The Guardian, The New York Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles of the aforementioned magazines and newspapers are public and those that are still gated should be available in the library. It is entirely likely that the questions on the midterm and the final will require you to be up-to-date on current events.

I also recommend listening to the National Public Radio (<http://www.npr.org/>), which provides high quality debates (but keep in mind that it is US based and focused) and checking the website of the Council on Foreign Relations (<http://www.cfr.org/>), which is an independent source with a wide range of ideological research and editorials (and provides more complex reports on the issues of the day).

Tests

Quizzes: There will be several 5-10 minute Canvas and in-class quizzes throughout the semester. The quizzes will include questions from the material we covered in the previous topic. There is no predetermined number of quizzes.

Exams: There is a midterm exam and a final exam. The final exam is cumulative with a higher weight on topics from the second half of the semester.

The tentative date for the midterm exam is October 13. The exact date for the midterm exam will be confirmed in the course of the class. The exact date for the final exam is assigned by the Office of the University Registrar to be December 16.

Detailed information about the content and dates will be discussed in class and posted on Canvas.

Missed Exam / Late Work Policy

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible (preferably at least 48 hours before the deadline) to discuss the case and make the appropriate arrangements (this is especially true for the discussion leading session).

Late work for assignments and the research paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

Grading

Your final grade will be determined as follows:

Midterm Exam	25%
Final Exam	30%
News of the World Presentation	7.5%
Opinion Pieces	20% (10% each)
Quizzes, Attendance, and Participation	17.5%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves to assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

Attendance, Participation, and Classroom Behavior

Attendance to this class is not mandatory. However, class attendance is necessary to learn the material and succeed in this class. This course has been designed intentionally such that the activities and discussions we experience in class are essential for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. Therefore, I invite you to be discerning about when and why you miss a class. You will not be automatically penalized, in terms of grading, for being absent, but every absence has the built-in “penalty” of missed learning and practice. This means that missing too much of what happens during class time will make it hard for you to pass exams, prepare high-quality assignments, and contribute equitably on group projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in

person.¹ Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. If you are not able to attend class for any reason please let me know ahead of time. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student's discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

Seating Charts for Contact Tracing: In order to facilitate contact tracing in classrooms, while preserving confidentiality of COVID-19-positive individuals, faculty are expected to provide Contact Tracers access to accurate seating charts (or some equivalent) for all our in-person classrooms and learning spaces. From the start of the semester, faculty will be required to produce, on demand, a seating chart (or some equivalent) for a given day in the semester. Contact Tracers will request this information directly from faculty, and faculty will be expected to share it within 12 hours of the request. Faculty who do not comply may impede Contact Tracing, which could lead to all members of a class being tested and/or quarantine.

For this reason, starting next class, I will be circulating seating charts during every class. Please ensure you complete this form every time you attend the class, even if you arrived the class late or have to leave the class early. Moreover, starting from next class, I ask you to sit on the same seat (as much as possible) for the rest of the semester.

I want to emphasize that maintaining records are to ensure effective and efficient contact tracing should it be needed.

¹ If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

Mandatory Syllabus Statement on Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Important Dates

Scheduling News of the World Presentations: September 6

Midterm Exam (Tentative): October 13

Opinion Pieces: Twice during the semester

Final Exam: December 16

INSTRUCTOR FEEDBACK AND COMMUNICATION

The best time to get in touch with me is the office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email. I will try to respond as soon as possible.

The office hours will take place using Zoom. You can virtually meet me during the office hours or a predetermined meeting time by clicking the link, <https://slu.zoom.us/j/730373101>. If you want to talk another way, please inform me in advance so we can make the arrangements.

Email Communication

When contacting with me through email, please type "POLS 2600" in the beginning of the subject of the email (for example, "POLS 2600: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

Feedback

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

Mistakes

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte (or a drink of their choice from Kaldi's Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A "substantive mistake" means a false statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

IMPORTANT MATTERS

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, [Anna R. Kratky](mailto:anna.kratky@slu.edu) (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

Disability Services

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at Disability_services@slu.edu or 314-977-3484.

Students are encouraged to schedule an appointment through EAB Navigate. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Link: <https://www.slu.edu/life-at-slu/student-success-center/disabilityservices/index.php>

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this

may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

COURSE OUTLINE

Below is a tentative outline of topics we will cover in the course.* Please read the corresponding chapters from your textbook and the other readings as we proceed in the semester. Any extra readings or sources will be announced from Canvas / Email. Be sure to click on the links below – some of them bring you to fun stuff!

[Introduction: What is International Political Economy?](#) – August 25 & 30, September 1 & 8

We (Aug 25) & Mo (Aug 30): Introduction to IPE

- This Syllabus
- Oatley – Preface (pages ix – xii), Chapter 1 (pages 1-7).

We (Sep 1) & We (Sep 8): A Brief History of the World

- Theodore Cohn (2016). *Global Political Economy* – Chapter 1, pages 18-21.

Optional:

- Robert Gilpin (2001). *Global Political Economy: Understanding the International Economic Order* – Chapter 1.

[Perspectives of IPE: Mercantilism, Liberalism, and Structuralism](#) – September 13 & 15

Video for the whole topic:

- [Commanding Heights, The Battle for the World Economy: Part 1 \(The Battle of Ideas\)](#)

Mo (Sep 13): Major Theories of IPE

- Oatley – Chapter 1 (pages 8-20).

We (Sep 15): Major Theories of IPE (cont.)

- James Fallows (1993). “How the World Works”. Published in *The Atlantic*.

Optional:

- Balaam & Dillman – Chapter 2

* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Canvas / Email.

- Balaam & Dillman – Chapter 3
- Balaam & Dillman – Chapter 4

Review of the Multilateral Trade System – September 20 & 22

Mo (September 20): Economic Case for Trade & GATT

- Oatley, pg. 22 – 29.
- Planet Money (2016). “Trade Show: <https://www.npr.org/sections/money/2016/09/23/495226796/episode-725-trade-show>”
- Douglas Irwin (2017). “Ricardo and Comparative Advantage at 200.” VOXEU-CEPR.

We (September 22): Key Features of WTO & RTAs

- Oatley, pg. 30 – 45.
- The Economist (2019). “Why the revised USMCA pleases both Democrats and Donald Trump.” December 11th.
- The Economist (2021). “The WTO Has a New Chief. Is it Time for New Trade Rules Too.?” February 18th.

Optional:

- Oatley, Ch. 3
- The Economist (2009). “Economics Focus: Paul Samuelson.” December 17th
- The Economist (2016). “Tariffs and Wages: An Inconvenient Iota of Truth.” August 6th

State and Society Centered Approaches to Trade Politics – September 27 & 29

Mo (September 27): A Society-Centered Approach to Trade Policy

- Oatley, pg. 70-84 & 90-91.

We (September 29): A State-Centered Approach to Trade Policy

- Oatley, Chapter 5.

Optional:

- Michael J. Hiscox (2004) “The Domestic Sources of Foreign Economic Policies” in Ravenhill J. (ed) Global Political Economy, Oxford University Press, pp.50-84.

– October 4 & 5

Mo (October 4): Import Substitution Industrialization

- Oatley, Chapter 6

We (October 6): Economic Reform

- Oatley, Chapter 7
- The Economist (2010). “China’s Labour Market: The Next China”. July 29th.

Optional:

- Dani Rodrik (1992). “The Limits of Trade Policy Reform in Developing Countries.” *The Journal of Economic Perspectives*, 6(1): 87-105.
- Williamson, John (2004). “A Short History of the Washington Consensus.” Paper commissioned by Fundación CIDOB for a conference “*From the Washington Consensus towards a new Global Governance*,” Barcelona, September 24–25, 2004.
- Hoekman, Bernard, et. al. (2002). *Development, Trade and the WTO : a Handbook*, available at <http://documents.worldbank.org/curated/en/805981468763835259/Development-trade-and-theWTO-a-handbook>

Mo (October 11): Review & Catch Up

- No readings, start studying for the exam!

Midterm Exam– October 13

We (October 13): Midterm Exam

- None! Study for the exam ☺. **Work hard and avoid the call of the sirens.**

Multinational Corporations in the Global Economy and FDI – October 18 & 20

Mo (October 18): MNCs in the Global Economy

- Oatley, Chapter 8.
- Raymond J. Mataloni Jr., and David Wessel (2021). “Multinational Activity in the Modern World.” in C. Fritz Foley, James Hines, and David Wessel (eds), *Global Goliaths: Multinational Corporations in the 21st Century Economy*. Washington D.C.: Brookings Institution Press.

We (October 20): The Politics of MNCs

- Oatley, Chapter 9.

- The Economist (2017). “Multinationals: The Retreat of the Global Company”. January 28th.

Optional:

- Nathan M. Jensen (2003). “Democratic Governance and Multinational Corporations: Political Regimes and Inflows of Foreign Direct Investment.” *International Organization*, 57(3): 587-616.
- Edward Tse (2015) *China's Disruptors: How Alibaba, Xiaomi, Tencent, and other companies are changing the rules of business*. Penguin Books.

The International Monetary System – October 25 & 27

Tu (March 31): Exchange Rate Systems

- Oatley, pg. 207-217.

Th (April 2): Balance of Payments

- Oatley, pg. 217-229.
- The Economist (2012). “BoP Until You Drop.” August 4th
- The Economist (2016). “Free Exchange: Trade in the Balance.” February 6th

Optional:

- The Economist (2010). “Time to Rebalance”. March 31st.

Exchange Rate Politics – November 1 & 3

Tu (April 7): The Trilemma

- Oatley, Chapter 11 (skim).
- The Economist (2016). “The Mundell-Fleming Trilemma: Two Out of Three ain’t Bad.” August 27th.

The Rise and Fall of the Gold Standard and Bretton Woods

- Oatley, Chapter 11 (skim).
- United Nations Monetary and Financial Conference at Bretton Woods. Summary of Agreements. July 22, 1944.

State and Society Centered Approaches to Exchange Rate Politics – November 8 & 10

Mo (Nov 8): A Society-Centered Approach to Exchange Rate Politics

- Oatley, Chapter 12.

- The Economist (2015). “Moneychangers at Bay”. Feb 7th.
- The Economist (2021). “Will Surprisingly High Global Inflation Last?” July 10th.

Mo (Nov 10): A State-Centered Approach to Exchange Rate Politics

- Oatley, Chapter 13.

Optional:

- Frieden, Jeffrey A. (2008). “Globalization and Exchange Rate Policy.” in Ernesto Zedillo ed. *The Future of Globalization*, pp. 344-357.

Developing Countries and International Finance – November 15 & 17 & 22

Mo (Nov 15): Structure of Crises – Latin American & Asian Financial Crises

- Oatley – Chapter 14.
- The Economist (2004). “Tequila Slammer: The Peso Crisis, Ten Years On”. December 29th.
- The Economist (2013). “The Origins of the Financial Crisis”

We (Nov 17): Recent Economic Crises and the Future of the International System

- Oatley, Chapter 15.

Optional:

- Simon Johnson (2009). “The Quiet Coup”, Published in *The Atlantic*.
- Graciela L. Kaminsky & Carmen M. Reinhart (2000). “On Crises, Contagion, and Confusion.” *Journal of International Economics*, 51(1): 145-168.
- The Economist (2010). “The Euro: Emergency Repairs”. May 13th.

Mo (Nov 22): Catchup and Review

- No Readings.

We (Nov 24): Happy Turkey Day!

- Discuss politics with your relatives (I’m kidding, don’t do that)

Migration and Globalization – November 29 & December 1

Mo (Nov 29): Globalization Explained

- Oatley, Chapter 16.

We (Dec 1): The Consequences of Globalization

- Cafaro, Philip (2015). “The 1 Percent’s Immigration Con: How Big Business Adds to Income Inequality, Pits Workers Against Each Other.” Published in *www.salon.com*

Optional:

- Mayda, Anna Marie (2006). Who is Against Immigration? A Cross-Country Investigation of Individual Attitudes toward Immigrants. *The Review of Economics and Statistics*. 88 (3):510-530.
- Rodrik, Dani (2007). “How to Save Globalization from its Cheerleaders.” *The Journal of International Trade and Diplomacy*, 1(2): 1-33.

Ongoing Debates and Controversies in IPE, Pre- and Post-Pandemic – December 6 & 8

Mo (Dec 6): Backlashes to Globalization

- Rodrik, D. (2018) “Populism and the Economics of Globalization”, *Journal of International Business Policy*.
- Steven A. Altman and Phillip Bastian (2021). “The State of Globalization in 2021” *Harvard Business Review*

We (Dec 8): Future of Globalization and World Economy

- Geoffrey Gertz (2020). “How to Deglobalize” *Foreign Policy*, July 24th.
- The Economist (2020). “[Will Covid Kill Globalisation?](#)” September 30th.
- Deutsche Welle (2021). “[Coronavirus: How the Pandemic is Changing Globalization.](#)”