



**POLS 2600: INTRODUCTION TO
INTERNATIONAL POLITICAL ECONOMY
Spring 2020**

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Office Hours: Tuesdays 2:10 – 5:10 pm, or by appointment

Class Meetings: Tuesdays and Thursdays, 11:00 am – 12:15 pm, McGannon 121

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 put 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.

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

Ravenhill J. (ed.) (2016) *Global Political Economy*, Oxford: Oxford 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.

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 Tuesdays and Thursdays. 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 Blackboard/Email. I will post any announcements, schedule changes, extra readings, or news through Blackboard and/or Email. Therefore, I suggest you to check the POLS 2600 tab on your Blackboard pages every day to see if there are any changes.

The 29 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 250-500 word long opinion piece on at least 2 of the 8 topics (the last topic you will receive a debate issue is Migration and Globalization) throughout the semester and submit it via email before the corresponding topic starts. The start of the corresponding topic can be a Tuesday or a Thursday. 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. 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 January 28, we will start the Tuesday 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 4-minute discussion. You should send me your preferred dates (and preferred presentation partners, if you have any) by January 20 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).

Research Paper

You will be expected to write a term paper (1750-2500 words (approx. 7-10 pages), double-spaced with Times New Roman, 12-point font size, and regular margins) in a theme and question determined in conjunction with me. The question has to be related to the issues we are covering and the themes we are exploring.¹

By **February 29th**, you are required to submit a research proposal that should include at least the following:

1. A (tentative) working title.
2. An outline of the main points you will be discussing in the final paper (what problem you will address, why it's important, and your theory/solution/argument etc.).
3. An explanation of what sources you will use and how they will benefit your project (your sources should be varied - show me that you know how to find and can analyze data/theory/information from sources within your discipline).
4. A preliminary bibliography. In the preliminary bibliography, you can include assigned readings from the class, as well as other sources.

The proposal should be 350-500 words long. Use this proposal to convince me that you are pursuing an important issue, you have done your initial research, and you know what you are going to write about. ***I must approve your topic – I will not accept final papers that have major changes in topic without prior approval.***

I will provide you with comments and feedback after I receive your proposal. You are also encouraged to visit me in my office anytime, before and after the proposal is due, to discuss your paper.

¹ You are encouraged to meet me during my office hours (or by making an appointment) to discuss your topic in advance. In case you cannot come up with a topic by yourself, I will provide you with several topics to choose from.

The final paper should present a clearly articulated and supported argument that not only situates itself within the wider discussions on the topic, but makes a contribution to that discussion. In addition to repeating knowledge gained from research with a literature review, this assignment shows ability to build upon that knowledge.

The goal of this paper is to create research: research within the complexity of the question, research of historical and cultural context, and research of ongoing academic conversations. The emphasis in this class is on the process of turning topics into questions and exploring the implications of those questions. The goal is not to find a final answer, but to practice analyzing and synthesizing sources within an intellectual community.

Evaluation of the term paper will be based upon how well the student was able to synthesize core theoretical and/or methodological concepts with factual information on global interactions. Students will build critical thinking skills in order to form and support their analytical arguments, have an opinion and a defined thesis to help investigate available information.

Although methodological details may vary, most disciplines ask that you clarify your role in their conversation. Clarify with whom you are engaging and what you are adding o that discussion. Actively work to acknowledge your use of other sources. This includes proper citation of information and ideas from your research and reading, as well as indicating when you are copying and paraphrasing. Failure to attribute sources opens you up to the charge of plagiarism and academic dishonesty (see below for details).

The final paper is due on **May 4th**.

Quizzes

There will be several 5-10 minute (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Blackboard/Email, but pop-quizzes may also come up at any time during the class time. The quizzes will include questions from the material we covered in the previous class. There is no predetermined number of quizzes.

Midterm Exams

There is a closed-book 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 March 5. The exact date for the midterm exam will be confirmed in the course of the class. The exact date for the final exam will be assigned by the Office of the University Registrar.

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

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	20%
Final Exam	25%
Research Paper	25% (Final Paper: 20%, Proposal: 5%)
News of the World Presentation	7%
Opinion Pieces	6% (3 % each)
Quizzes, Attendance, and Participation	17%

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.² 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.

Important Dates

Scheduling News of the World Presentations: January 20

Last day to submit your final paper proposal: February 29

Midterm Exam (Tentative): March 5

Final Paper Due: May 4

Final Exam: TBA

² 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.

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 or my office phone. I will try to respond as soon as possible.

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, located within the Student Success Center, at Disability_services@slu.edu or 314-977-3484 to schedule an appointment. 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.

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 Blackboard / Email. Be sure to click on the links below – some of them bring you to fun stuff!

Introduction: What is International Political Economy? – January 14 & 16 & 21

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

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 – January 23 & 28 & 30

Balaam & Dillman – Chapters 2, 3 & 4.

Oatley – Chapter 1 (pages 8-20).

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

Optional:

Review of (Macro)Economics OR Commanding Heights, The Battle for the World Economy: Part 1 (The Battle of Ideas)

Review of the Multilateral Trade System – February 4 & 6

Oatley – Chapters 2 & 3

Optional:

Goldstein, Judith L., Douglas Rivers and Michael Tomz (2008). “Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade.” *International Organization*, 61(1): 37-67.

Charles Kindleberger (1975). “The Rise of Free Trade in Western Europe, 1820-1875.” *The Journal of Economic History*, 35(1): 20-55.

Gourevitch, Peter Alexis (1977). “International Trade, Domestic Coalitions, and Liberty: Comparative Responses to the Crisis of 1873-1896.” *The Journal of Interdisciplinary History*, 8(2): 281-313.

The Economist (2016). “Tariffs and Wages: An Inconvenient Iota of Truth.” August 6th

* 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 Blackboard / Email.

The Economist (1998). “A Survey of World Trade: The Wages of Fear.” October 1st

The Economist (2009). “Economics Focus: Paul Samuelson.” December 17th

The Economist (2016). “Free Exchange: Trade in the Balance.” February 6th

State and Society Centered Approaches to Trade Politics – February 11 & 13

Oatley – Chapters 4 & 5

The Economist (2006). “The Battle for Brainpower”. October 5th.

Optional:

James E. Alt, Jeffrey Frieden, Michael J. Gilligan, Dani Rodrik, and Ronald Rogowski (1996). “The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry.” *Comparative Political Studies*. 29(6): 689-717.

Page, Benjamin I., Larry M. Bartels, and Jason Seawright (2013). “Democracy and Policy Preferences of Wealthy Americans.” *PS*, 11(1): 51-73.

Trade and Development – February 18 & 20

Oatley – Chapters 6 & 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.

Dollar, David (2005). “Globalization, Poverty, and Inequality Since 1980.” *The World Bank Research Observer*, 20(2): 145-175.

Multinational Corporations in the Global Economy and FDI – February 25 & 27

Oatley – Chapters 8 & 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.

Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons (2006). “Competing for Capital: The Diffusion of Bilateral Investment Treaties, 1960–2000.” *International Organization*, 60(4): 811-846.

Midterm Exam – March 5

None! Study for the exam ☺. [Work hard and avoid the call of the sirens.](#)

The International Monetary System – March 17 & 19

Oatley – Chapters 10 & 11

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

Optional:

Dani Rodrik (2006). “The Social Cost of Foreign Exchange Reserves.” NBER Working Paper 11952.

Eichengreen, Barry (1987). “Hegemonic Stability Theories of the International Monetary System” in Frieden, Lake, and Broz eds. *International Political Economy: Perspectives on Global Power and Wealth*”, pp. 220-244.

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

The Economist (2013). “Free Exchange: Horns of a Trilemma.” August 31st

The Economist (2014). “Three’s a Crowd.” July 5th

Exchange Rate Politics – March 31 & April 2 & 7

Oatley – Chapters 12 & 13.

The Economist (2013). “The Origins of the Financial Crisis: Crash Course”. September 7th.

Optional:

John B. Goodman & Louis W. Pauly (1993). “The Obsolescence of Capital Controls?: Economic Management in an Age of Global Markets.” *World Politics*, 46(1): 50-82.

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 – April 14 & 16

Oatley – Chapters 14 & 15

The Economist (2010). “The Euro: Emergency Repairs”. May 13th.

The Economist (2004). “Tequila Slammer: The Peso Crisis, Ten Years On”. December 29th.

Johnson, Simon (2009). “The Quiet Coup”, Published in *The Atlantic*.

Optional:

Graciela L. Kaminsky & Carmen M. Reinhart (2000). “On Crises, Contagion, and Confusion.”

Journal of International Economics, 51(1): 145-168.

Lawrence H. Summers (2000). "International Financial Crises: Causes, Prevention, and Cures." *Richard T. Ely Lecture*.

Migration and Globalization – April 21 & 23

Oatley – Chapter 16

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.

The European Monetary Union and Regional Economic Integration – April 28 & 30 (?)

Kathleen R. McNamara (2008). "A Rivalry in the Making? The Euro and International Monetary Power." *International Political Economy*, 15(3): 439-459.

The Economist (2017). "Talk Global, Act Local: Doing Brexit the Hard Way." January 21st

Optional:

Barry Eichengreen (2012). "European Monetary Integration with Benefit of Hindsight." *Journal of Common Market Studies*, 59: 123-136.