

Introduction to International Political Economy
POLIS 2600-01
TBD
MW 2:10-3:25pm
Fall 2018

Instructor: Dr. Eric Royer
E-mail: eric.royer@slu.edu
Phone: 314.977.3243 (please leave a VM if I do not answer)
Office: 138 McGannon Hall
Office Hours: 11am - 2pm Tuesdays, other times by appointment

"In all the political systems of the world, much of politics is economics, and most of economics is politics." -- Charles Lindblom

COURSE DESCRIPTION

This course surveys the field of International Political Economy (IPE) as one of the more interesting and productive areas of research in the study of international politics. IPE is relevant for understanding politics, economics, and business on a global scale. Recent economic crises and events (e.g., 2008-09 economic downturn, the Euro Crisis, and the Trump administration's decision to slap tariffs on American allies and major trading partners alike) show how interconnected the world is. Seemingly arcane acronyms, such as the WTO, NAFTA, IMF, and EU, are increasingly becoming part of the vocabulary of ordinary people around the world as they understand more clearly the stakes they have in the functioning of the global economy as well as how international events have a direct impact on their pocketbook, portfolios, college savings plans, job prospects, and standard of living.

This course examines the main issues of IPE from a variety of theoretical perspectives. A particular focus is placed on trade, finance, investment, global economic institutions, and the liberal economic order created and maintained by the United States since World War II. An emphasis is also placed on examining contemporary issues in the study of IPE -- ranging from globalization and the rise of populist movements in the West to tax havens and American decline. We will approach these issues with a focus on who wins and who loses from particular development strategies and policies. In light of recent developments, we will examine two key questions this semester: (1) What effect will mounting trade barriers and protectionist policies have on the liberal economic order? (2) Will an American retreat from multilateral trade agreements and economic institutions create ripple effects in the functioning of the global economy? If so, what type of system might emerge without American leadership?

COURSE OBJECTIVES

There are several objectives to accomplish over the course of the semester:

1. Enable students to analyze the main aspects of IPE from multiple theoretical perspectives;
2. Introduce students to the key concepts and frameworks used in the study of IPE (e.g., GDP vs. HDI, comparative advantage, the Stolper-Samuelson Theorem);
3. Trace key historical developments in the liberal economic world economy;
4. Enable students to clearly identify and explain the main economic institutions governing the world economy, how they work, and why they are controversial;

5. Introduce students to the role of MNCs and their interactions with governments;
6. Provide a framework for understanding and discussing contemporary issues in IPE, such as globalization, the rise of populism, development strategies in LDCs, and offshore tax havens.

SOCIAL SCIENCE CORE REQUIREMENT

This course fulfills the Social Science Core Requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

CORE GLOBAL CITIZENSHIP REQUIREMENT

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

REQUIRED TEXTS

Cohn, Theodore. (2016). *Global Political Economy*, 7th Edition. Boston: Longman.

Frieden, Jeff, David Lake, and J. Lawrence Broz. (2017). *International Political Economy: Perspectives on Global Power and Wealth*, 7th Edition. New York: W.W. Norton.

Both books are available in paperback and eBook format (the eBook version is considerably cheaper and I am open to you buying an older version of the Cohn text). Additional readings are also assigned and posted on Backboard under the Course Materials tab for each learning module. These additional readings are marked (Bb) in the course schedule. Since we will discuss current events on a weekly basis (usually every Wednesday), please keep up with local, national, and world news on daily basis. Here are some news sources you can use:

www.nytimes.com
 www.washingtonpost.com
 www.npr.org
 www.csmonitor.com
 www.cfr.org

www.realclearpolitics.com
 www.theatlantic.com
 www.foreignaffairs.com
 www.economist.com
 www.ft.com

I also wish to make you aware of the following periodicals/journals that are relevant to the study of IPE, which you may want to refer to when conducting research in the course or seeking a more in-depth explanation of topics covered in class:

Relevant periodicals/journals:

Review of International Political Economy
Journal of Political Economy
World Development
Economics and Politics
European Centre for International Political Economy
Studies in Political Economy
Contributions to Political Economy
International Studies Quarterly
World Politics
Review of International Studies
International Organizations
International Security

**These are just a few examples -- please let me know if you have questions or need help locating relevant research.

COURSE REQUIREMENTS

Key assessments in the class include: Labs (10) (20%); Article Presentations (20%); Simulation: G-20 Summit (20%); Midterm Exam (20%); Final Exam (20%)

Labs (100 points):

There are 10 labs in the course, each worth 10 points. These labs are structured in such a way for you to think critically about key terms, concepts, and topics discussed in lecture in a more personal and informal manner. Some labs are group-oriented and have an in-class presentation or discussion component. Other labs require you to complete them outside of class individually. Further instructions and details will be provided in class near the start-date for each lab. **You cannot make up a lab unless you make alternative arrangements with me in advance.**

Article Presentations (2) (100 points)

To aid in the coverage of the Frieden et al., text and the additional articles on Blackboard, students are required to summarize and present readings to the class. You will pick two readings and become the “authoritative” source for those readings. For each reading, you are tasked with creating an outline that details key points, arguments, and data with appropriate citations. You will also be tasked with being the leader for our in-class discussion for those readings, which means you will present and summarize that reading to the rest of the class. Please refer to the due dates to determine what readings fit your schedule. The outlines for both required readings are due the midnight before the class session we will discuss them in (so I can distribute copies of the outlines to the rest of the class). I will provide the sign-up sheet for the articles during Week 1.

In your two outlines, address the following:

1. Start with a full citation of the reading at the top (you can use whatever citation style you like).
2. Identify the topic & main thesis or argument presented in the reading.

3. Outline the key talking points/supporting evidence used to advance the thesis (with page numbers).
4. Highlight key terms or concepts included in the reading.
5. Provide a one-paragraph synthesis of the reading.
6. Provide a one-paragraph analysis of the reading (how does it contribute to a particular topic discussed in class, is the reading “strong” based on the evidence/argument presented, how does this reading contribute to our understanding of IPE).
 ***Most readings touch on a new development or issue of interest in IPE.

Simulation: G-20 Summit (100 points)

The major research project for this course is a hypothetical meeting of the G-20 called to address a deepening “trade war” that is reversing international commitments to limit protectionism and threatening to derail a rules-based international trade system. This simulation will go beyond the current tit-for-tat tariffs the US and key trading partners (e.g., China, EU) are slapping on one another (or threatening to) and move to a situation in where these tariffs are slowing global economic growth, eroding public trust in free trade and multilateral institutions, and inflicting serious damage on domestic economic sectors of the countries involved. The goal of this simulation is to tie together various topics covered over the course of the semester. I also hope that this simulation will enable you to become an expert on a member of the G-20 in today’s global economy.

For this project, you will complete several research projects leading up to a mock trade negotiation during Week 15. During Week 1, you will randomly pick an “actor” for the simulation in the form of a trade representative, finance minister, or treasury official for a specific country (e.g., US, UK, China, Canada, Japan, India, Mexico, Russia, South Korea, South Africa, EU, etc.) leading up to an emergency summit of the G-20 during the second to last week of class. This simulation requires you to put yourself into the shoes of your assigned actor and to faithfully fulfill their job and represent the economic interests of their actor. I will represent the Managing Director (MD) of the International Monetary Fund (IMF) at this meeting (Christine Lagarde) to encourage a resolution of the trade disputes and issues at hand. For this to work, you must do diligent research and, more importantly, have fun with the simulation. More instructions (and discussion on the overall project) are provided in class.

Simulation requirements (four parts, 25 points each):

1. Political Profile: Create a political profile for your assigned actor addressing the following:
 - a. Name of your trade representative/finance minister/treasury official.
 - b. Research and identify your assigned actor’s type of government and political culture.
 - c. Research and identify the national interests of your assignment actor.
 - d. Research and identify the security interests or concerns of your assignment actor.
 - e. Research and identify the participation of your assigned country/actor in intergovernmental organizations (IGOs).
 - f. Research and identify three top political concerns of your assigned country/actor.
2. Economic Profile: Create an economic profile for your assigned actor addressing the following:
 - a. Research and identify the economic system of your assigned actor.
 - b. Research and identify the “size” of your actor’s economy and highlight how your actor compares to other G-20 countries.
 - c. Research and identify the economic interests of your assigned actor.

- d. Research the background of how your assigned actor developed its economic base (e.g., What policies did/does your actor promote? What development strategies has/currently uses to promote economic growth? Have these policies/strategies changed over time?).
 - e. Research and identify the major economic sectors of your assigned country/actor, clearly listing major production activities of its economic base.
 - f. Research and identify the major trading partners of your assigned country/actor.
 - g. Research and identify the major economic positions/concerns advanced by your country in past trade forums/IGOs.
3. G-20 Profile: Create a profile for the G-20 by addressing the following:
 - a. Research and identify the background of the G-20 (including its origins and how it has evolved).
 - b. Create a timeline of key junctures/developments in the Finance track.
 - c. Create a timeline of key junctures/developments in the Sherpa track.
 - d. Create a timeline of key junctures/policies/developments in the engagement groups: Business (B20), Civil Society (C20), Labor (L20), Science (S20), Think Tanks (T20), Women (W20), and Youth (Y20).
**For all three timelines, create a clear and in-depth visual depiction of G-20 activity.
 4. Position Profile: Develop a position summary for your assigned actor leading up to our mock emergency meeting of the G-20:
 - a. Explain how this issue is significant to your country.
 - b. Articulate the policy objectives, national interests, and security considerations of your country in relation to the hypothetical crisis (this crisis will be distributed later in class).
 - c. Explain who are your allies and adversaries on this issue.
 - d. Set forth at least three strategies or policy objectives that your country could adopt as it relates to the crisis situation and to the future of the global economy.
 - e. Explain the tools (diplomatic, military, strategic, nonconventional) that your country could adopt to achieve these policy objectives.
 - f. Identify who supports and who opposes these policy objectives in your country (e.g., interest groups, political parties, unions, civil society).
 - g. Articulate your final recommendation to other members of the G-20 (you can “call out” other members if needed!).

You should aim for 5 pages for each section above. There is an expectation on my part that you conduct extensive scholarly research for all four parts through the use of relevant library/database research. When using outside research, you must cite that information in the body of your work and include a separate works cited page. Only electronic submissions are accepted through the links provided on Blackboard.

Examinations (200 points):

There are two exams in the course: a midterm and a final exam, each worth 100 points. Both exams will test your understanding of lecture and reading material leading up to each exam. The midterm exam will test the first half of the semester and the final exam (not cumulative) will test the second half; see the dates in the Course Schedule below. The design for each exam is multiple choice and essay. There will be a preview prior to each exam with the goal of reviewing relevant material and questions beforehand.

Please make sure you arrive on time on exam days. Make-up exams are only allowed if you contact me in advance and present proper documentation excusing your absence (vacations are not excused absences). All make-up exams must be scheduled within one week of an exam being administered. You cannot take the final exam earlier or later than the date it is scheduled.

GRADING

Your overall grade for the course is comprised of the following:

| | |
|--------------------------------------|-------------------|
| Labs (10) | 100 points |
| Article Outlines & Presentations (2) | 100 points |
| Simulation | 100 points |
| Midterm | 100 points |
| <u>Final</u> | <u>100 points</u> |
| Total Points | 500 points |

Grades are assigned according to the following grading scale:

| | | |
|-----------|---|--------------|
| 465 – 500 | = | A (93-100) |
| 450 – 464 | = | A- (90-92) |
| 435 – 449 | = | B+ (87-89) |
| 415 – 434 | = | B (83-86) |
| 400 – 414 | = | B- (80-82) |
| 385 – 399 | = | C+ (77-79) |
| 365 – 384 | = | C (73-76) |
| 350 – 364 | = | C- (70-72) |
| 300 – 349 | = | D (60-70) |
| 0 – 299 | = | F (below 60) |

Success in the course requires performing well throughout the course of the semester, not just passing the final exam or receiving a satisfactory grade on the simulation. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

COURSE POLICIES & REQUIRED STATEMENTS

Course Website & Technology

Students are required to access the course website on Blackboard regularly. Lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. If you do not have a copy of Microsoft Office, you can download a free version at: www.slu.edu/its/new-to-slu/free-office-365-for-slu. Please let me know if you have problems accessing or navigating Blackboard or contact ITS if you cannot download an up-to-date version of Microsoft Office.

Attendance Policy

Students are expected to attend class regularly and to participate actively in class discussion. If you do not come to class, you cannot participate, and thus frequent absences will affect your performance on key class assessments. You will not be able to make-up labs or exams if you are

not in attendance the day they are administered. If you know that you are unable to make class on a given date, please let me know in advance.

Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is due on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, Twitter, texting, etc.) during class (it's pretty obvious if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rules may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class. Please send me an email with the subject heading "I accept your electronic policy" to eric.royer@slu.edu after reading this statement.

Academic Integrity:

Academic integrity is honest, truth 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 through 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 here: <http://www.slu.edu/provost/policies.php>.

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.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Plagiarism and Academic Dishonesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authorized by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an *automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of

Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a large sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:

<http://www.slu.edu/x12657.xml>.

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 (DuBourg Hall, Room 36; akratky@slu.edu; 314.977.3886) and share the basic fact 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 following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>.

Student Learning & 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, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314.977.8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit www.slu.edu/writingservices.xml.

Course Evaluations

Please do your best to complete the course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable. Help me know what you think works and does not work for you in the course (and be completely honest)!

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, lecture topics, discussion topics, readings, and assignments (e.g., labs) are bolded.

Module 1: The International Economic Order

Topic 1: The Study of IPE

8/27

Theme: Introduction to course, syllabus, course website, personal icebreaker & course icebreaker (who wins, who loses from tariffs?), simulation lottery, article sign-up sheet
Discussion: Why care about IPE?

8/29

Theme: What is political economy? What do IPE scholars study? What have they contributed? Who are the key actors & institutions in the global economy? What is the principle of comparative advantage?
Readings: Cohn, Ch. 1; Frieden et al., 3; Froman, “The Strategic Logic of Trade” (Bb); Comparative Advantage Handout (Bb)
Acronyms Extra-Credit Quiz (10 points)

9/5 & 9/10

Theme: How do you affect IPE?
Lab 1: Cradle-to-Grave Project (10 points)
Blood in the Mobile (Documentary)

Topic 2: Historical Evolution of IPE

9/12 & 9/17

Theme: The rise, fall, & rise (& fall?) of the international liberal economic order
Discussion: Is free trade the norm? Why and when did free trade practices emerge? What is protectionism and why do protectionist policies reemerge? How did the US create and maintain a liberal economic world order? What is the Washington Consensus, and why is it so controversial? Is Trump a protectionist? What are the alternatives to a “liberal” economic order?
Readings: Cohn, Ch. 2; Frieden et al., 5, 7, 8
Lab 2: IPE Storyboard (10 points)

Topic 3: Levels of Analysis Framework

9/19

Theme: Approaches to the Study of IPE

Discussion: What frameworks can we use to make inferences about IPE? Is the LOA framework coherent and useful? What are important variables in each level?

Readings: Frieden et al., 6, 33; Waltz, “Man, the State, and War” (Bb); Strange, “States and Markets” (Bb)

Lab 3: Framework Cases (10 points)

Topic 4: Theoretical Perspectives on IPE

9/24 - 10/3

Theme: What are different theoretical perspectives in the study of IPE?

Discussion: What is the realist perspective? What is the liberal view? What is living and what is dead in Marxist theory? What are critical theories and how do they view IPE?

Read: Cohn, Ch. 3, Ch. 4, Ch. 5; Drezner, “Mercantilist and Realist Perspectives on the Global Political Economy” (Bb); Axelrod and Keohane, “Achieving Cooperation under Anarchy” (Bb); Wendt, “Anarchy is What States Make of It” (Bb); Wallerstein, “Capitalist World Economy” (Bb); Campbell, “Structural Adjustment Policies: A Feminist Critique” (Bb)

Lab 4: Who’s Counting? (10 points)

Module 2: Issues Areas in IPE

Topic 1: Global & Regional Trade

10/8 - 10/10

Theme: Trade proliferation, global trade theory (Stolper-Samuelson Theorem), regionalism, environmental effects of trade

Discussion: How has trade proliferated? Who wins, who loses? What is the state of North-South trade relations? What about North-North & South-South? How is the EU different than NAFTA? Are global trade liberalization and regional trade liberalization in conflict?

Read: Cohn, Ch. 8, Ch. 9; Frieden et al., 1, 22, 29, 31

Lab 5: Trade & the environment (10 points)

Midterm Review

10/15

Midterm Exam (100 points)

Topic 2: International Monetary Affairs

10/17 - 10/24

Theme: Monetary relations, IMF & Debt Crises

Discussion:

Read: Cohn, Ch. 6 & Ch. 7; Frieden et al., 13, 14, 16; Drezner, “The System Worked: Global Economic Governance During the Great Recession” (Bb)

Lab 6: Life & Debt (10 points)

Topic 3: Multinational Corporations

10/29 - 10/31

Theme: Growing power of MNCs, Foreign Direct Investment

Discussion: Are MNCs a force for good or bad? What are the pluses and minuses of receiving FDI?
Read: Cohn, Ch. 10; Frieden et al., 9, 10, 12; Tarzi, “Third World Governments and Multinational Corporations: Dynamics of Host’s Bargaining Power” (Bb); Babic et al., “Who is More Powerful?” (Bb)
Lab 7: States & MNCs: Apples to Oranges? (10 points)

Topic 4: International Development
11/5 - 11/7

Theme: Development strategies & models
Discussion: What are different models of development? What is ISI, and how is it different than ELG? Who are the LDCs based on UN metrics? What unites them and why have so few “graduated”? Is there hope for Sub-Saharan Africa?
Read: Cohn, Ch. 10; Frieden et al., 27, 28
Lab 8: Stealing Africa (10 points)

Module 3: Current Problems in IPE

Topic 1: Globalization
11/12 - 11/14

Themes: What is globalization? Winners, losers, and the social sustainability of globalization.
Discussion: Is globalization new? What are the arguments and data in favor of globalization? What are the arguments and data that oppose globalization?
Read: Cohn, Ch. 12; Frieden et al., 26, 30; Stiglitz, “Globalization and its Discontents” (Bb); Bhagwati, “In Defense of Globalization” (Bb)

Topic 2: Rise of Populism in the West (and the rest)
11/19

Theme: The globalization effect & populism
Discussion: What is populism? How is left-wing populism different than right-wing populism? What’s common across populists movements in recent decades?
Read: Beasley-Murray et al., “Latin America’s Left Turns: An Introduction”; Zakaria, “Populism on the March”; Frieden et al., 21, 24
Lab 9: Populism case study (10 points)

Thanksgiving Break - No Classes - 11/21 - 11/23

G-20 Simulation
11/26 - 11/28

Emergency G-20 Summit on Trade War Scenario

Topic 3: Offshore Tax Havens
12/3 - 12/5

Theme: Tax Havens
Discussion: If you wanted to, where and how could you park money overseas to avoid paying taxes if you’re an elected official, major MNC (e.g., Apple), sports icon (e.g., Messi)? How do these “havens” even exist?
Read: Shaxson, “Treasure Islands” (Bb); Paradise Papers (Bb)
Lab 10: Tax Havens (10 points)

Topic 4: US Decline?
12/10

Theme: US economic, power, and military power in perspective & Hegemonic Stability Theory (HST).

Discussion: Is the US a declining power? Is the US losing its competitive economic edge? If so, what does this mean for American power in the 21st century? Does China pose a threat as a revisionist power?

Read: Gilpin, "War & Change in World Politics," Nye, "The Future of American Power," Christensen, "The China Challenge"

12/17

Final Exam (100 points)
2pm-3:50pm