
INTA 3301: INTERNATIONAL POLITICAL ECONOMY

Instructor Name: Dr. Carly Potz-Nielsen

Semester/Year: Fall 2024

Class Location, Meeting Days, & Time: MW 12:30 – 13:45, Habersham G17

Office Hours: Tuesdays, 12:00-14:00, Habersham 217

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This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

COURSE DESCRIPTION

Globalization has been a defining force driving markets and has been fundamental in shaping politics over the past 50 years. Concerns about the optimal level of trade between countries, the deepening of supply chains and the investments that support them, the dangers of unregulated financial flows, and the question of economic migration are all tied to the expansion and integration of markets across the globe. As economies become more intertwined, so does the impacts of market forces and policy decision. In this class, we will work through the building blocks of understanding these impacts by identifying who wins and loses from policy decisions impacting local, national, and international markets. Students will learn how to approach questions using a political economy framework, to evaluate generalized explanations and propositions with empirical evidence, and to become familiar with the major tensions and perspectives at work in the political of the modern global economy.

LEARNING OUTCOMES

- **Major learning outcomes** Analyze the relationship between political and economic issues in international affairs. Examine the interaction of states and markets in the context of trade, investment, and production.
- **Course Learning Outcomes**
 1. Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.
 2. Understand the broad facets of important components of the global economy, such as trade, investment, finance, and migration
 3. Apply political economic models to explain contemporary policy debates
 4. Create an argument for or against a policy using different logics of political economy
 5. Analyze policy outcomes with regard to their distributional consequences

PREREQUISITES / PROGRAM OR MAJOR CONNECTIONS

Prerequisites This course has no prerequisites.

Program/Major connections This course is counted as a Global Economics (IP) course and can fill one of the Social Science requirements.

REQUIRED TEXTS / MATERIALS

There are no required textbooks for this course. All readings referenced in the schedule will be available through the course website.

ADDITIONAL / SUPPLEMENTARY RESOURCES

Students should consider subscribing to a major newspaper, a foreign policy journal, or an international politics blog – many of which are free or are freely available via the library. Below are some suggestions of where to start, but there are numerous services outside of the ones listed below.

US NEWS	WORLD NEWS	FOREIGN POLICY ANALYSIS BLOGS
NEW YORK TIMES	BBC	PROGRESS IN POLITICAL ECONOMY
WALL STREET JOURNAL	AL JAZEERA	MARKETPLACE
ASSOCIATED PRESS	REUTERS	BROOKINGS INSTITUTE
NATIONAL PUBLIC RADIO	UNITED PRESS INTERNATIONAL	NATIONAL BUREAU OF ECONOMIC RESEARCH

For those on social media, considering following any of these sources for more frequent news. Several of these outlets also have free daily/weekly podcasts that you can listen to keep in touch.

INSTRUCTIONAL METHODS

Lectures

Lecture will review the course concepts via examples and activities. Lecture slides will be available through the course website.

Objective: Lectures provide the base knowledge on the content and its context within the course. They will be the primary means through which content is introduced and explained throughout the course. A successful student will not only attend lectures but will participate throughout in class discussion and by asking questions.

Class Discussions/Groups Activities

Group activity instructions will be given in each class period. Each group activity is accompanied by questions to be submitted by the end of class. The group activities are intended to provide points of reflection, interaction with other students, and benchmarks throughout the course.

Objective: Activities allow students to experience applying course concepts to real world examples in order to make concepts less abstract. Groups provide for the possible division of labor as well as a way to make connections within the class and to interact with other students' perspectives and understandings of the material. Group activities will also be used to help prepare students for debates. A successful student will complete the group activities and note where they connect with the course material.

Discussion Boards

Students are required to engage on the course discussion boards, whether it is through a new post or by contributing to an existing conversation. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. This includes posts on social media, stories on cable television, newspapers, and/or podcasts. Each post by the student should also include a brief summary and initial take on the piece. By the end of the semester, students should be contributing, on average, 1 time per week. Students can post as many times within a week as they want, but no more than 3 posts within a given week will count for credit.

Objective: Discussion boards will be used to share and analyze contemporary developments in international political economy. Their goal is to provide a place where students can question, interact with, and understand world events through the theories and approaches discussed in class.

COURSE POLICIES AND REQUIREMENTS

ASSIGNMENTS

Class Participation (150 pts)

The concepts covered in this course build upon and speak to each other. For example, topics covered in week 10 will reference topics addressed at the beginning of the semester. Successful students will therefore regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending class. A student's participation grade is a combination of submitted class activities (~20 throughout the semester), attendance, and participation in lecture. Additionally, in the first week

of the semester, there will be a **Syllabus Quiz (10 points)** covering the course policies and expectations detailed throughout the syllabus.

Location on course website: Class activities given during class and to be submitted by end of class session. Syllabus Quiz posted in the Introduction Module.

Discussion Boards (75pts)

The discussion boards will be used to share and analyze contemporary developments in international politics and analysis. By the end of the semester, students should be averaging a post a week. Students can write multiple posts within a week period (M 12:00AM – S 11:59PM), but only the first 3 will count for credit. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. Original posts can be examples of international politics taken from social media, stories on cable television, newspapers, and podcasts. Both original posts and those replying to an existing discussion must contribute a substantive thought to count for credit. More information on the exact format will be provided in each discussion board.

Location on course website: Discussion topics will be posted in the Discussion Board Module. Students should try to post their topic in the relevant board.

Debates (4 at 75 pts each; 1 at 100 points)

There will be 5 policy debates throughout the course, one at the end of each module. Each debate will consist of 2 different statements pulled from the content of the preceding module. Students will know which *statement* they are debating one week before the debates begin. A week before each debate, the class will be randomly divided into 4 groups. Each group will then be randomly paired with both a statement and another group, who they will be debating against. Students will find out which *side* (affirmative/negative) they will be arguing at the beginning of the class period in which they are debating. At the end of the debate, each group will turn in their notes/prep work/research/etc. for the debate to be evaluated on a low pass/pass/high pass scale. They will additionally complete and submit a peer-review form. Students not debating will give feedback and vote on which side was most convincing. The debate grades will be comprised of the graded feedback (40pts) and each group's prep work (35pts). The final debate will be worth 100 points and will take place during the final exam time for the course. Poor peer-reviews may result in a lower grade for given members of the group; otherwise, all members will receive the same grade.

Location on course website: Information regarding the debates will be marked in their own Debate Information page under the corresponding substantive module. Topics, group assignments, and submission links for the Notes, Peer Feedback, and Audience Feedback will be posted both in the page and under the substantive Module.

Reflection Papers (5 at 45 pts each)

Each week students will be able to submit a 1-2 page reflection paper over the course content. By the end of the semester, students should submit a total of 6 papers. Students can decide which weeks they choose to submit the reflection papers, but can only submit a maximum of one per week. If a student submits more than one within a week period, only the first paper submitted will be evaluated for credit. The goal of the reflection papers is to provide a space for students to connect the course content with their lives. Students can use the reflection paper to express confusion, disagreement, interest, critiques, or support over any of the content. They will be due each week at Sunday at 11:59pm CST. The first two reflection papers should be submitted by October 13th.

Location on course website: Submission links for each week will be available in the Assignments module. Students should submit the papers in order.

Economic Policy Profile (150 pts)

Students will select a contemporary economic policy and profile the expected winners and losers from its imposition. The profile will include students leveraging a specific political economic model and identify - given the chosen model – the distributional consequences of the policy. The student will then come to a conclusion about *whether, why, and for who* they think the policy will be a good option. This will be due on December 1st 2024 and should be no longer than 3 pages.

Location on course website: Resources and the submission link will be posted in under the Assignments module.

GRADING

FINAL GRADE ELEMENTS / GRADE BREAKDOWN:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
1,2,3,4	Reflection Papers (5 at 45 points each)	22.5%	225
1,2,4	Participation	15%	150
1,2	Discussion Boards	75%	7.5
2,3,4	Debates (4 at 75points; 1 at 100)	40%	400
2,4	Economic Policy Profile	15%	150

FINAL GRADE SCALE:

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89.99%
C	70-79.99%
D	60-69.99%
F	0-59.99%

The weights of the assignments are built into their point totals. This means that to calculate your grade you can simply add up the points you earned on the assignment and divide by the total potential points up to that point in the semester.

COURSE POLICIES

OFFICE HOURS

Office hours will be held in-person during the designated time or by appointment. Office hours are walk-in, or students can reserve for a timeslot on the spreadsheet link via the course website. Time slots will be in 15 minute intervals and students can sign up for as many as they want at a time. If the time slot is empty, students are also welcome to walk-in without signing up. If a student wishes to set up an appointment to meet outside of

office hours, they should give at least a 12 hour notice. Appointments will not be held on weekends (Friday 6pm – Monday 8am.)

LATE WORK AND EXTENSIONS

There is a penalty of 5 points for each day an assignment is late. Reflection papers and discussion board posts are not eligible for late submissions. It is the student's responsibility to keep track of outstanding assignments.

GRADING CONCERNS

Students should wait to ask questions about their grades until 24hours has passed from when the assignment or exam was handed back. Disputes should be addressed one-on-one, outside of class, within two weeks of when the assignment or exam was handed back. Any disputes after that period need to be accompanied with a written memo of where and why the points should be earned

PARTICIPATION / ENGAGEMENT (ATTENDANCE)

Successful students will regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending lecture. Students can participate by attending office hours, asking questions during lecture, contributing in class activities, discussing material with the instructor, emailing questions about the class, or contributing to discussion boards on the course website.

EMAIL

Only the official Georgia Tech student email address will be used for all course notification. It is your responsibility to check your Georgia Tech email on a regular basis. Students are expected to have read and understood any information contained within class emails 48hours after they are sent.

The professor will respond to all emails within 24 hours during the week (Monday – Thursday) and within 48 hours during the weekend (Friday – Sunday). If a student does not receive a reply from the professor within these time frames, the student should follow up with the professor.

ACADEMIC INTEGRITY

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#). Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS

Students may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. However, students should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. As most assignments in this class will require students to relay their own thoughts and reflections, if the professor suspects the heavy use of AI to complete an assignment the student may be asked to demonstrate their knowledge orally in an informal one-on-one meeting with the professor to make sure the

ideas are their own. It is highly recommend to avoid using generative AI to ensure that you engage with the process of writing and ensure you learn the content.

Generative AI derives its output from previously created texts from other sources that the models were trained on yet doesn't cite sources. Per GaTech's Honor Code, students may not submit any work generated by an AI program as their own. If students include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if students use AI platforms in their assignments, they should write a note to clarify where in the process they used AI, include the prompt used to generate the material, and which platform(s) were used. See this article for how to cite AI properly: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail the professor as soon as possible in order to set up a time to discuss your learning needs.

RECORDING CLASSROOM ACTIVITIES

In order to preserve class integrity, student privacy, and a safe environment to express opinions, recording of our classes using digital, tape, or audio devices is not allowed. You are welcome (and even encouraged) to take notes and photos of the board. This policy can be waived for students with accommodations upon explicit recommendation from the Office of Disability Services.

STUDENT-FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

STUDENT WELL-BEING

There are numerous resources available to you through the University from [Mental Health CareLinks to an external site.](#) to writing and language support via the [Communication CenterLinks to an external site.](#) For more information on the variety of services to help support you a good starting point is [Success at Tech.](#)

ACCESSIBILITY

- [Georgia Tech Office of Disability Services \(Links to an external site.\)](#)
- [Georgia Tech Accessibility Statement and Resources](#)
- [Georgia Tech Privacy PolicyLinks to an external site.](#)
- [Accessibility and Privacy Statements of Course ToolsLinks to an external site.](#)
- [Blackboard Ally for Students](#)

STUDENT AND ACADEMIC SERVICES

- [Center for Academic Success](#)
- [Georgia Tech Student Resources](#)
- [Counseling Center](#)
- [Registrar's Office](#)
- [Georgia Tech Emergency Notification System \(GTENS\)](#)

COURSE SCHEDULE

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated and updated on the course website. When in doubt, students should defer to the deadlines as set on the course website.

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
Introduction: International Political Economy	
8/19 Course Plan and Political Economy	<p>Preparation / Reading Assignment</p> <p>(1) Chapter 1 in James A. Caporaso and David P. Levine. Theories of Political Economy. Edition 1.</p> <p>(2) Susan Strange "States and Markets" 1-42.</p> <p>Additional: Chapter 2 in John Eaton, Political Economy. International Publishers. 1963</p>
8/21 The Global Economy	<p>Preparation / Reading Assignment</p> <p>(1) Ben S. Bernake, "Global Economic Integration: What's New and What's Not," Federal Reserve Bank of Kansas City's Thirtieth Annual Economic Symposium, Jackson Hole, Wyoming, August 25, 2006</p> <p>(2) Chapters 1 and 2 in Dani Rodrik. The Globalization Paradox: Democracy and the Future of the World Economy. W.W. Norton & Co., 2011</p> <p>(3) Galina Hale and Bart Hobin. "The US Content of Made in China," FRBSF Economic Letter 25 (August 8 2011)</p> <p>Additional: Anne Tickner "The Gendered Frontiers of Globalization," Michael Spence "The Impact of Globalization on Income and Employment."</p>
8/26 Consequences and Concerns	<p>Preparation / Reading Assignment</p> <p>(1) Rodrik, Dani. "Populism and the Economics of Globalization." Journal of Inter- national Business Policy 1.1-2 (2018): 12-33.</p> <p>(2) Lubos Pastor and Pietro Veronesi. "Inequality aversion, populism, and the back- lash against globalization." No. w24900. National Bureau of Economic Research, 2018.</p> <p>(3) Chapter 8 in Branko Milanovic. Worlds Apart: Measuring International and Global Inequality. Princeton University Press, 2005</p> <p>Additional: Nita Rudra "Globalization and the Strengthening of Democracy in the Developing World." American Journal of Political Science,</p>

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
	Vol. 49, No. 4, October 2005, Pp. 704–730
Module 1: International Trade	
8/28 Logic of Trade	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Oatley, 45-53, 74-75, 79-86 (2) Marianne McCune, “‘Our Industry Follows Poverty’: Success Threatens a T- Shirt Business,” NPR: Planet Money (Dec 2, 2013) [podcast or transcript] <p>Additional: “Rich, creamy and rare: how anti-globalists ruin guacamole”. The Economist. (Sept. 10, 2016) Chapters 2-4 in Paul. Krugman and Maurice Obstfeld. International Economics: Theory and Policy, volume 6. Addison Wesley, 2003</p>
9/2	Labor Day – No Class
9/4 Modeling Trade Preferences	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) John Cassidy, “Winners and Losers: The truth about free trade,” (2) Mayda and Rodrik “Why are some people (and countries) more protectionist than others?” (3) Kenneth F. Scheve and Matthew J. Slaughter. “What determines individual trade preferences?” Journal of International Economics, 54:267292, 2001 <p>Additional: Oatley 69-79, 86-88</p>
9/9 Understanding Trade Policy	<ul style="list-style-type: none"> (1) Chapter 1 in Mancur Olson, Jr. The Logic of Collective Action: Public Goods and the Theory of Groups. Harvard University Press, 1971 (2) Chapters 1 and 4 in Michael J. Gilligan. Empowering Exporters: Reciprocity, Delegation, and Collective Action in American Trade Policy. The University of Michigan Press, Ann Arbor, 1997 (3) Jens Hainmueller and Michael J. Hiscox. “Learning to love globalization: Education and individual attitudes towards international trade.” International Organization, 60:469498, Spring 2006 <p>Advance: Ronald Rogowski. “Political cleavages and changing exposure to trade.” The American Political Science Review, 81(4):11211137, December 1987</p>
9/11 Trade and Development	Preparation / Reading Assignment

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
	<p>(1) Dani Rodrik. "Why do more open economies have bigger governments?" <i>Journal of Political Economy</i>, 106(5):997-1032, October 1998</p> <p>(2) Helen V. Milner with Keiko Kubota, "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries," <i>International Organization</i> 59 (2005), 107-119, 137-143</p> <p>(3) Joanne Gowa, <i>Allies, Adversaries, and International Trade</i> (Princeton: Princeton Univ. Press, 1994), 3-10</p>
<p>9/16 International Trade Agreements</p>	<p>Preparation / Reading Assignment</p> <p>(1) Chapter 4 in Dani Rodrik. <i>The Globalization Paradox: Democracy and the Future of the World Economy</i>. W.W. Norton & Co., 2011</p> <p>(2) Allison Carnegie. "States held hostage: Political hold-up problems and the effects of international institutions." <i>American Political Science Review</i>, 108(1):547-570, February 2014</p> <p>(3) Campi et al "Intellectual property rights, trade agreements, and international trade"</p> <p>Additional: Timothy Frye and Edward D. Mansfield, "Timing is Everything: Elections and Trade Liberalization in the Postcommunist World," <i>Comparative Political Studies</i> 37:4 (2004), 371-377, 391-398 Oatley, 36-44</p>
9/18	Debate 1
9/23	Debate 1
Module 2: Global Supply Chains and Investment	
<p>9/25 Global Supply Chains</p>	<p>Preparation / Reading Assignment</p> <p>(1) Chapter 18 in Jerry A. Frieden. <i>Global Capitalism: Its Fall and Rise in the Twentieth Century</i>. W.W. Norton & Co., 2006</p> <p>(2) Prologue and Chapter 5 in Pietra Rivoli. <i>The Travels of a T-Shirt in the Global Economy</i>. Wiley, 2nd edition, 2009</p> <p>(3) Pinelopi Koujianou Goldberg and Nina Pavcnik. "Distributional effects of globalization in developing countries." <i>Journal of Economic Literature</i>, XLV:3982, March 2007</p> <p>Additional: NPR Planet Money podcast series (each podcast is about 9 minutes long) http://www.npr.org/series/248799434/planet-moneys-t-shirt-project</p>
<p>9/30 Foreign Direct Investment</p>	<p>Preparation / Reading Assignment</p> <p>(1) Chapter 1 in Nathan M. Jensen, Glen Biglaiser, Quan Li, Edmund Malesky, Pablo M. Pinto, Santiago M. Pinto, and Joseph Staats. <i>Politics and Foreign Direct Investment</i>. University of Michigan Press, 2012</p>

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
	(2) Andrew Kerner, "Why Should I Believe You? The Costs and Consequences of Bilateral Investment Treaties," <i>International Studies Quarterly</i> (2009), 73-82
10/2 FDI and Domestic Politics	<p>Preparation / Reading Assignment</p> <p>(1) Chapter 1 in Pablo M. Pinto. <i>Partisan Investment in the Global Economy: Why the Left Loves Foreign Direct Investment and FDI Loves the Left</i>. Cambridge University Press, 2013</p> <p>(2) Zachary Elkins, Andrew T. Guzman, and Beth A. Simmons. "Competing for capital." <i>International Organization</i>, 60:811-846, Fall 2006</p> <p>(3) Nathan Jensen, "Political Risk, Democratic Institutions, and Foreign Direct Investment," <i>Journal of Politics</i> (Oct 2008), 1040-1052</p> <p>Additional: Sonal S. Pandya. "Labor Markets and the Demand for Foreign Direct Investment". <i>International Organization</i> (2010), 389-409.</p> <p>Scott Gehlbach and Philip Keefer. "Private investment and the institutionalization of collective action in autocracies: Ruling parties and legislatures." <i>Journal of Politics</i>, 74(2):621-635, April 2012</p> <p>B. Peter Rosendorff and Kongjoo Shin. "Regime type and international commercial agreements." April 2013</p> <p>Eric Arias, James R. Hollyer, and B. Peter Rosendorff. "Cooperative autocracies: Leadership survival, creditworthiness and bilateral investment treaties." <i>American Journal for Political Science</i>. Volume 62, issue 4, 905- 921</p>
10/7	Debate 2
10/9	Debate 2
10/14	Fall Break -- NO CLASS
Module 3: Financial Flows, Exchange Rates, and Financial Crises	
10/16 International Financial Systems	<p>Preparation / Reading Assignment</p> <p>(1) Ilias Alami "Class Matters: Global Capital Mobility and State Power in Emerging Economies"</p> <p>(2) "The Mundell-Flemming Trilemma: Two out of three ain't bad". <i>The Economist</i>, (Aug. 27, 2016)</p> <p>(3) Oatley, 249-260, 212-224, 333-335</p>
10/21 Financial Crises and Regulation	<p>Preparation / Reading Assignment</p> <p>(1) Chapters 1,2 and 4 in Carmen M. Reinhart and Kenneth S. Rogoff. <i>This Time is Different: Eight Centuries of Financial Folly</i>. Princeton University Press, 2009.</p>

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
	(2) Nolan McCarty, Keith T. Poole, Thomas Romer, and Howard Rosenthal. "Political fortunes: On finance and its regulation." <i>Daedalus</i> , 139:6173, Fall 2010
10/23 Exchange Rates and Global Markets	<p>Preparation / Reading Assignment</p> <p>(1) Eswar Prasad. "The Dollar Rules." <i>Brown Journal of World Affairs</i>. 23 (2017): 29-41</p> <p>(2) Jeffry A. Frieden, "Globalization and Exchange Rate Policy"</p> <p>(3) Tilford and Kundnani "It Is Time to Abandon Dollar Hegemony"</p> <p>Additional: Matthew Yglesias. "Is a strong dollar good or bad? An answer for Donald Trump." <i>Vox</i>. (Feb. 8, 2017) Oatley</p>
10/28 International Economic Institutions	<p>Preparation / Reading Assignment</p> <p>(1) Peter D Sutherland, Peter D. "Transforming Nations: How the WTO Boosts Economies and Opens Societies."</p> <p>(2) Timothy J. Sinclair "The new masters of capital: American bond rating agencies and the politics of creditworthiness." Cornell University Press (2018). Chapter 2, Chapter 8</p> <p>(3) Copelovitch, Mark. Master of Servant? Common Agency and the Political Economy of IMF Lending. <i>International Studies Quarterly</i> (2010) 54(1): 49-77.</p> <p>Additional: Jagdish Bhagwati, "Banned Aid: Why international assistance does not alleviate poverty," <i>Foreign Affairs</i> (Jan-Feb 2010). Timothy Sinclair "New Masters of Capital" Chapter 1</p>
10/30	Debate 3
11/4	Debate 3
Module 4: Labor and Migration	
11/6 Labor and Production in the Global Economy	<p>Preparation / Reading Assignment</p> <p>(1) Kimberly Clausing "Labor and Capital in the Global Economy"</p> <p>(2) Chapter 1 and 4 in Jonathan Haskel and Stian Westlake "Capitalism without Capital: The Rise of the Intangible Economy"</p> <p>(3) Katherine Van Wezel Stone "Labor and the Global Economy: Four Approaches to Transnational Labor Regulation" <i>Michigan Journal of International Law</i>, volume 16, issue 4, 1995.</p>
11/11 Globalization and Labor Standards	<p>Preparation / Reading Assignment</p> <p>(1) Ken Silverstein, "Shopping for Sweat: The human cost of a two-dollar T-shirt,"</p> <p>(2) Layna Mosley, "Does globalization hurt poor workers? It's complicated." <i>The Monkey Cage/Washington Post</i> (Sept. 15, 2016)</p> <p>(3) Chapter 1 in Kimberly Ann Elliot and Richard B. Freeman. "Can Labor Standards Improve Under Globalization?" Peterson Institute for International Economics 2003.</p>

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
	Additional: Gary Burtless "Workers' Rights: Labor standards and global trade" Brookings, 2001
11/13 Economic Migration and Remittance Flows	Preparation / Reading Assignment (1) Marianna Karakoulaki et al. "Introducing Critical Perspectives on Migration" (2) Jonathan Portes "The Economics of Migration" American Sociological Association, volume 18, issue 2, 12-17. (3) George J. Borjas, "Economic Theory and International Migration" International Migration Review, volume 23, issue 3, 457-485, 1989
11/18 Migration Attitudes	Preparation / Reading Assignment (1) Jens Hainmueller and Michael J. Hiscox. "Attitudes toward highly skilled and low- skilled immigration: Evidence from a survey experiment." American Political Science Review, 104(1):61-84, February 2010 (2) Neil Malhotra, Yotam Margalit, and Cecilia Hyunjung Mo. "Economic explanations for opposition to immigration: Distinguishing between prevalence and conditional impact." American Journal of Political Science, 57(2):391-410, April 2013
11/20	Debate 4
11/25	Debate 4
11/27	Thanksgiving Break -- NO CLASS
12/1 Economic Policy Profile Due 11:59PM CST	
Module 5: IPE in Context	
12/2 Looking Forward in International Political Economy	Preparation / Reading Assignment TBD
12/11 Final Debate 11:20 – 14:10PM	